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ABSTRACT

The Children and Parents Interacting program is a federally funded Title VII project designed to create and promote greater Hispanic parent involvement in the educational system. The program represents a joint effort of Monroe and Dade County Public Schools and Florida International University's Center for Latino Education. The major thrust of the program is to involve Hispanic parents and children in parent-child training sessions, with specific activities designed to improve the students' academic achievement and English language proficiency. This guide for school personnel in the program is comprised of the following sections: (1) program description; (2) definition of parent involvement; (3) history of parent involvement; (4) discussion of the need for parent involvement; (5) factors influencing Hispanic parent involvement; (6) parenting in the Hispanic home; (7) common problems and solutions in interacting with parents; (8) strategies for promoting Hispanic parent involvement, including needs assessment strategies, strategies for facilitating involvement, strategies for dealing with parents of limited English proficient children, and specific ways Hispanic parents may be involved; (9) curriculum and materials, including state and national resources, associations, a bibliography, publications for sale, ERIC sources, and a list of magazines and journals; (10) Spanish survival language phrases; (11) staff biographical data; and (12) appendices which include a checklist for parents and a parent invitation. Sections 2 through 9 include bibliographies. (AF)

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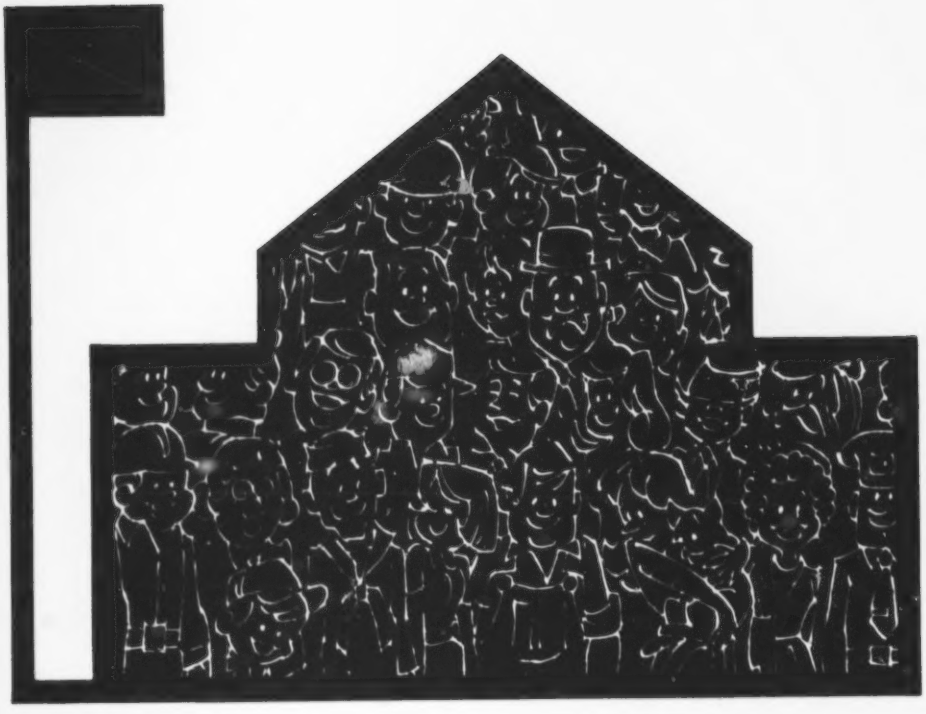

CREATING PARENTAL INVOLVEMENT:

A Manual For School Personnel

Children and Parents Interacting Program

School of Education
Florida International University
Miami, Florida

UD 027 586

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CREATING PARENTAL INVOLVEMENT:
A Manual for School Personnel

CHILDREN & PARENTS INTERACTING
C.A.P.I. PROGRAM

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I. Children and Parents Interacting Program

PROGRAM DESCRIPTION

The Children and Parents Interacting (CAPI) program is a federally funded Title VII program designed to create and promote greater Hispanic parental involvement in our educational system. This project represents a joint effort of Monroe and Dade County Public Schools and Florida International University's Center for Latino Education.

The major thrust of the program is to involve Hispanic parents and children who have demonstrated difficulty in the Florida State Assessment Test or who are classified as limited English proficient (LEP) in PARENT-CHILD TRAINING SESSIONS, with specific activities designed to improve the students' academic achievement and English language proficiency. The cycle emcompasses eight (8) weeks of training and joins parents and their children in didactic and experiential activities at selected Monroe and Dade County's schools.

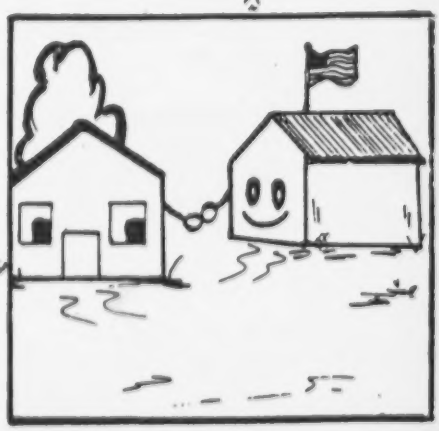
A second component of the CAPI program provides staff training to Monroe and Dade County school personnel. The curriculum emphasizes two major aspects of working with Hispanic parents: (1) organizational skills, and (2) affective/cultural understanding. Each of these areas emphasizes specific competencies needed by school personnel in organizing, understanding, and facilitating the Hispanic parents' school involvement.

The materials and techniques utilized by the CAPI program have been specifically designed by Florida International University's Center for Latino Education to provide parents with the skills necessary to help their children.

A series of ten bilingual (Spanish-English) manuals have been developed in the areas of Mathematics, Reading, Writing and Parenting. These manuals provide parents with specific activities and skills required to facilitate home-based tutoring to their children. The materials and techniques provided to the parents are sensitive to the cultural and socioeconomic backgrounds of the Hispanic parent. A training manual is also available to school personnel emphasizing various aspects of the process of parental involvement.

The Children and Parents Interacting (CAPI) program operates on the premise that parents are genuinely concerned with the welfare of their children and academic development. Aware of the void that exists in this sector of our educational system, the CAPI program strives to meet the parents' training needs in order to facilitate a better interaction between school, parents and children.

II. What Is Parent Involvement?



II. WHAT IS PARENT INVOLVEMENT

Toward An Operational Definition

Definitions of "parent involvement" have traditionally emphasized the utilization of parents basically as providers of supportive services for the school and community. Unfortunately these definitions often times fail to take into consideration the specific needs, developmental or otherwise, of parents which can directly affect the degree of exercised involvement.

> ... parents are involved when they support the school program and work with their children at home. They are involved when they visit classrooms to observe. They are involved when they attend parent-teacher conferences...when they are involved in policy-making (Collins and Obregon, 1980).

This manner of viewing parent involvement contributes significantly to the way in which school personnel will relate to parents. The success or failure of parent involvement efforts can be tied to the degree of correspondence between the reality and expectations of both parents and teachers (Campbell, 1982). The majority of times, the school expects parents to be the providers of the needed support without considering whether they have inherent needs which must be met first. Based on this condition, an urgent need exists to collectively agree on an operational definition to the process of "parent involvement," one which stresses a more comprehensive and developmental approach.

One such definition is found in George Morrison's (1978) book, Parent Involvement in the Home, School and Community.

He defines parent involvement as:

> ... a process of actualizing the potential of parents; of helping parents discover their strengths, potentialities, and talents; and of using them for the benefit of themselves and the family.

The important aspect of this definition is the new emphasis on assessing the needs of parents and creating a reciprocal partnership between the school and the home. In this partnership the parents' developmental needs can be met while they in turn provide the required participation in their children's education. Thus, a two-way street approach to the process of parent involvement is created.

This new comprehensive definition gains added significance when we discuss the involvement of the Hispanic parent. This sector of our parent population is often times plagued by cultural and language barriers which greatly limit their ability to get involved. Language minority parents can be defined as individuals whose dominant language proficiency is minimal and who often lack a comprehensive knowledge of the dominant cultures' norms and social system, including the basic school philosophy, practice and structure (Garcia and Morrison, 1981).

An important point must be remembered when we analyze this definition. Although educators might be inclined to interpret the often lack of response of Hispanic parents as unwillingness to participate or as disinterest in their children's education, the majority

of these parents, nevertheless, believe that education is very important. They are anxious to become involved if provided with the right opportunities. If educators are sincere about involving Hispanic parents in education, they must be willing to consider innovative approaches. Many techniques considered "traditionally" successful for involving parents are inappropriate in working with minority communities. Educators must be open to adapting methods to better meet the needs of the particular parents and children they serve (Collins and Obregon, 1980).

Hispanic "parent involvement" must be viewed as a developmental process. These parents possess a rich field of resources which must be tapped and used for the benefit of the children and schools. What is required is an effective cooperation between parents and the school and an emphasis on equalizing the terms of "parent involvement" with "parent education." The commitment required is a very demanding one. But teachers and other school personnel play the most significant role in educating, activating and involving parents. For most parents the teacher is the significant link between them and the education of their children. As most significant professional persons contributing to child development, teachers should be attempting to facilitate and integrate many variables which optimize a child's chances in life. The family and community are the key variables which demand certain minimum skills and knowledge (Safran, 1979).

Creating greater Hispanic parent cooperation with the school is not always an easy job. The task at present though, is to begin redefining the roles of teachers and parents as partners with a common goal: to promote mutual support in an effort to increase the quality of life for the children (Coletta, 1977).

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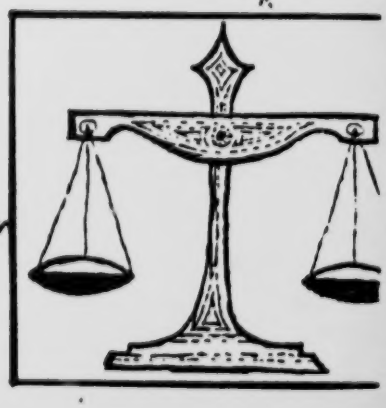
III. History of Parent Involvement



III. HISTORY OF PARENT INVOLVEMENT

An historical account of parent involvement can be traced back to the Progressive Era when evidence of the first organized parent coalitions got under way. A major concern of professional educators and urban lay people during the 1890's focused on defining the precise relationships of parents and the public schools. The goal of educational cooperation between home and school was a major point addressed by school organizations in the early years of this century.

Middle and upper class women led the movement of organized parents in the Progressive Era. They were often the leaders in local settlement houses, civic organizations, and parent-teacher clubs. Parent involvement and educational organization at this time, reflected the age's "humanitarianism," "social spirit," and "general philanthropic intensity." Parent involvement activities usually centered around the family as a unit via mother's clubs, child study groups, etc. This period also brought the establishment of numerous local parent-teacher associations providing the basis for a greater understanding between home and school. A new sense of service and social responsibility had emerged creating a new conception of the home and school (Reese, 1978).

Beginning in the 1900's, urban parents expanded their roles to become active participants in the shaping of urban educational policy. Organized parents contributed to the expansion of the curriculum. New subjects like manual training and domestic science and the expansion of the public kindergarten were created. Unfortunately, this time was also witness of resistance from educators who sometimes

preferred a submissive and indiferent parent to one who disagreed with the experts. Some of the initial issues and concerns of parents in this era included: sanitation, school beautification, nutrition, vaccination and prevention of juvenile delinquency. Parents wanted to make schools more homelike. Fund raising methods also had its beginning during this time as a means of supporting the special activities of the parents' groups through such things as: bake sales, entertainment activities, etc.

The 1950's brought a new reassessment of many of the policies of the Progressive Movement. During this period parents gradually began to voice their concerns in areas of curriculum and educational policy through membership on school boards and parent-teacher organizations. Members of minority groups, usually immigrants, were invited to formally become participants of organized parent groups such as the PTA.

The 1960's provided us with a legacy and the rebirth of national experimentation in social programming; the civil rights movement; new forms of minority group consciousness; and the growing awareness by consumers of the need for collective action. These "social actions" provided a basis for revitilizing citizen participation of human services. In education, parents, particularly members of ethnic minorities, began to challenge large public school systems to make local schools responsive to local traditions and values (Safran, 1979, p.99).

In the mid 1960's, the federal government legitimized parent involvement through its policies and guidelines. Programs such as Head Start and Follow Through were created aimed primarily at involving parents of

migrant, bilingual and special education children of preschool and K-3 grades. These programs had intervention components which emphasized training mothers in tutoring and teaching methods to be used in the home. During this time parental involvement formally became a national movement.

During the 1960s and 1970s parental involvement by language minority groups, particularly Hispanics were mandated by specific legislation and judicial decisions. The Elementary and Secondary Education Act (ESEA) of 1965- Public Law 89-10 provided the basis for a number of titles which required parental involvement activities. They include the following:

ESEA Title	Purpose
Title I (Chapter I)	Meets the needs of disadvantaged children-compensatory education
Title I-B	Encourages greater state and local expenditures for education
Title IV-C	Improves leadership resources of state and local education agencies, supports projects on nutrition, health services, dropout prevention
Title VII - Bilingual Education	Develops and operates programs for limited English proficient children. Resulting out of the Lau vs. Nichols decision (1974)

Source: Adapted from George S. Morrison, Parent Involvement in the Home, School and Community, Bell and Howell Co. Ohio, 1978.

In recent years, state and federal education agencies, researchers as well as ethnic constituencies, the organized teaching profession, and the general public have been paying considerable attention to parent involvement. During the 1970's, three organizations with a national perspective on the subject were created or revitalized: the Institute for Responsive Education (Yale University); the National Committee for Citizens in Education (Columbia, Maryland); and the Center for the Study of Parent Involvement, Oakland, California (Safran, 1979, p.100).

The 1980s promise a renewed interest in promoting parental involvement. A recent report issued on Tuesday, April 26, 1983 by the National Commission on Excellence in Education concluded that there exists "a rising tide of mediocrity in education which threatens our very future as a nation," recommending several sweeping reforms including higher academic standards, higher teacher salaries, a longer school year and a lot more homework. President Reagan, responding to the commission's report blamed this "sorry state" on lack of parental control over education (The Miami Herald, April 26, 1983). These new findings will require us to once again carefully reassess the roles of parents and teachers in an effort to build closer ties of cooperation in the task of educating our children. The time has come when all parents, especially Hispanics, must share in the responsibility of being equal partners with teachers in the educational process.

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IV. Why the Need for Parent Involvement

IV. WHY THE NEED FOR PARENTAL INVOLVEMENT

The literature on parental involvement underscores the importance of parents in two crucial areas. Firstly, parents and teachers are coming to realize that the primary responsibility for educating children falls ultimately with the home. Unlike parents, no school or teacher can assume total responsibility for a child's learning from birth through secondary education. Secondly, research studies provide strong evidence corroborating what many authorities believed in the first place: parents and the characteristics of the home play critical elements in the education of a child (Coletta, 1977). The majority of the research in the field has concentrated on the various roles parents play in their children's education, focusing on which are the most effective in developing cognitive growth, and the specific connections between parental involvement and student achievement (Henderson, 1981).

The following summary highlights other related benefits of paental involvement.

Close parent-school participation can lead to:

1. Improvement (advance) in academic achievement
2. Acceleration in children's motivation to learn
3. Better school attendance and study habits
4. Fewer discipline problems
5. Growth in self concept of both children and parents
6. More stable environment for the child
7. Teacher's increased knowledge about learning styles and needs of children

8. Teacher's/administrators' increased awareness of special cultures/lifestyles
9. Additional resource persons in the classroom (Garcia, 1981).

As previously stated the majority of the research studies demonstrate increases in academic achievement and/or cognitive development, since this is a relatively easy hypothesis to test statistically.

A forerunner in this conclusion is Benjamin Bloom, who in his 1964 book, Stability and Change in Human Characteristics, indicated that differences in children's academic and cognitive development can be traced to the value placed on education in the family, and specifically, to the parental reinforcement at home. In fact, he states that 50% of a child's cognitive development takes place between conception and age four (Bloom, 1964). This generally being the time in which children spend more time with the parents.

Another study having had a great impact is James Coleman's (1966) massive study funded by the Department of Health, Education and Welfare. In this study, Coleman concluded that family background is the most important factor in a child's education (Coleman, 1966). A subsequent study based on Coleman's data, done by George Mayeske (1973) identified two important family influences that seemed to determine achievement: 1) the students' and parents' expectations for academic performance, and 2) the extent to which they both engaged in activities to support these expectations. Christopher Jenks (1972) also found that "children seem to be more influenced by what happens at home than what happens in school" and that

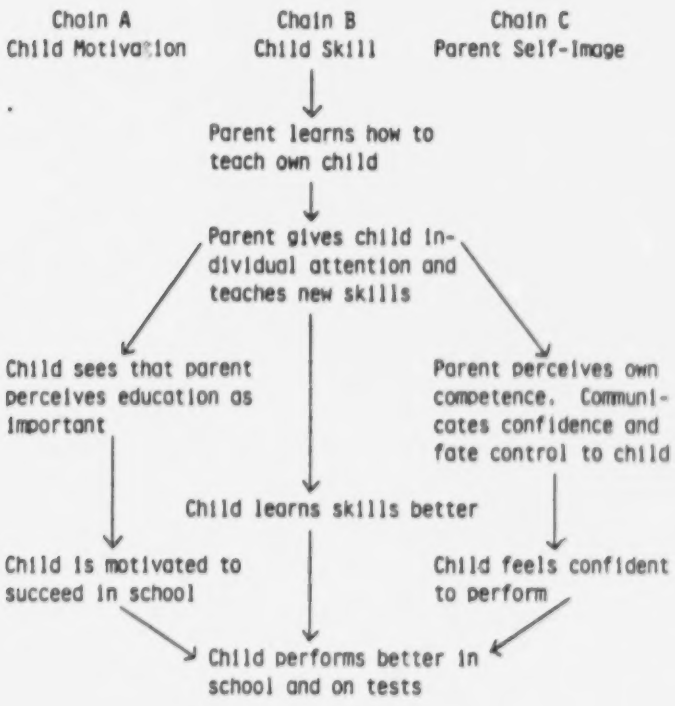
schools with an active PTA chapter tend to have higher average student achievement, regardless of their social background.

In a very important book in the area of child development, The First Three Years of Life, Burton White (1975) wrote:

> In our studies we were not only impressed by what some children could achieve during the first years, but also by the fact that the child's own family seemed so obviously central to the outcome. Indeed, we came to believe that the informal education that families provide for their children *makes more of an impact on a child's total educational development than the formal educational system.* If a family does its job well, the professional can then provide effective training. If not, there may be little the professional can do to save the child from mediocrity. This grim assessment is a direct conclusion from the findings of thousands of programs in remedial education, such as Head Start and Follow Through projects.

Miriam Stearns and Susan Peterson (1973) found that one of the best methods of parental involvement is to have the parents tutor their children. Their report includes the following diagram which describes how parental involvement motivates a child to learn.

(See diagram on the following page)


Chain A
Child Motivation
Chain B
Child Skill
Chain C
Parent Self-Image
Parent learns how to teach own child
Parent gives child individual attention and teaches new skills
Child sees that parent perceives education as important
Parent perceives own competence. Communicates confidence and fate control to child
Child learns skills better
Child is motivated to succeed in school
Child feels confident to perform
Child performs better in school and on tests

However, Charles Mowry (1972) found that the level of involvement had more of a direct influence than the role the parent played. Urie Bronfenbrenner in his 1974 report "Is Early Intervention Effective?" analyzed several other studies as well as his own research concluding that children who participate in early educational intervention show higher and more lasting gains if their mothers are actively involved in the learning. Norma Radin (1972) study of a pre-school program in Ypsilanti, Michigan also found similar results. Barry Guinagh and Ira Gordon's (1976) study of a long-term early childhood program training mothers in how to use learning materials at home, produced significant advances in reading and math when the children entered school, which were maintained at least through third grade.

In terms of other benefits associated with parental involvement we can cite one 1963 study by H.J. Schiff, an unpublished doctoral dissertation entitled, Effect of Personal Contractual Relationship of Parents' Attitude Toward Participation in Local School Affairs. The study showed that parental participation and cooperation in school affairs led to:

1. higher pupil achievement;
2. better school attendance and study habits;
3. fewer discipline problems; and
4. more significant improvement by students in academic endeavors than those pupils whose parents did not participate.

In addition, Susan Loveless, et. al. (1981) described the following benefits of parental involvement:

1. an increase in understanding and cooperation between home and school;
2. an increase in competence of children;
3. more effective program planning
   a. parents can give teachers input into the developmental history and interest of individual children
   b. parents can give essential information regarding the cultural background of children.
4. an increase in parental awareness of child-rearing techniques
5. minimization of conflicts between the school and the community
6. communication bridges between the school and the community
7. an increase in social awareness of children as parents bring unique cultural experiences to the program, and

8. an increase in the sensitivity of teachers to the cultural groups within the community

Peggy Lyons, et. al. (1982), in their Handbook for Parental Involvement very effectively summarized the findings of their two-year study which demonstrated the following benefits of parental involvement:

1. Children whose parents help them at home do better in school. Those whose parents participate in school activities are better behaved and more diligent in their efforts to learn.
2. Teachers and principals who know parents by virtue of their participation in school activities treat those parents with greater respect. They also show more positive attitudes toward the children of involved parents.
3. Administrators find out about parents' concerns and are thus in a position to respond to their needs.
4. Parental involvement allows parents to influence and make a contribution to what may be one of their most time-consuming and absorbing tasks--the education of their children.

It is evident that the benefits of parental involvement are numerous. Teachers and other school personnel must keep in mind the following:

> The most important influences on children are their parents and home environment. The teacher who recognizes the value of

parent involvement and who successfully stimulates the involvement of the parents can improve the program for the child, benefit other teachers and the total school, and assist in the improvement of parenting skills (Loveless, 1981).

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V. Factors that Influence Hispanic Parental Involvement

V. FACTORS THAT DETERMINE AND INFLUENCE HISPANIC PARENTAL INVOLVEMENT

Hispanic parents often fail to respond with great enthusiasm or rapidity to the educator's request for involvement in their children's school. The hesitation may be due to a variety of factors which must be taken into consideration before we classify them as uninterested, uninvolved, or publicly express statements such as the following:

* "I can't get my Hispanic parents to get involved when I ask them."
* "Why aren't parents more responsible for their kid's education. They never follow-through on what I suggest."
* "Parent involvement is a nice thing, but I have so many other demands on my time. Although I try to promote their involvement if often turns into a frustrating waste of time."

In order to understand why sometimes the task of involving the Hispanic parent becomes a difficult and frustrating one it is important to be familiar with a number of factors (cultural, psychological, administrative, etc.) which act together to alter the degree of involvement exhibited by the parents. If we as educators become aware of certain conditions, some inherent of the parents, others inherent of the school administration itself, we will be one-step closer to successfully creating more Hispanic involvement. At the very best, we will be more attentive to the special needs of the parents and will be able to address any gaps that might exist which are hindering the home-school cooperation

process. Let's now look at some of these determining factors.

Cultural Factors

Parents today, regardless of race or nationality are beset by many problems in rearing and educating their children, caused largely by the many pressures and rapid changes in modern life. The Hispanic parent is not only affected by these but must also contend with barriers which stem from their own cultural background. One of the institutions whose policy and philosophy has traditionally created contradictory perceptions for the Hispanic parent has been the school system. Basic cultural differences pertaining to educational philosophy, role definition and expections have caused conflict and disenchanment. Unfamiliarity with the system has resulted in confusion and lack of participation. Linguistic differences minimize communication and often cause misunderstanding between parents and the school.

In order to understand more fully how cultural factors can affect the degree of involvement we need to familiarize ourselves with several aspects of the Latin educational system.

Education in most Latin countries is fashioned after the European model. It is centralized under the "Ministerio de Educación." No property taxes are paid for education, for it is funded by indirect taxation. Based on this, major educational policy decisions are made by the Ministry of Education with limited or virtually no

input by parents. In this system, educators are viewed as trained professionals in charge of the education of children and parents commonly do not interfere in school out of respect. Based on this fact, Hispanic parents often feel inadequate about their own ability to contribute to school matters, especially if their personal educational background is limited and they do not understand what their child is learning in school. Some parents are convinced that they are being helpful to educators by maintaining a respectful distance and not "getting in the way" of the educational system (Collins and Obregon, 1980, p. 17).

What is evident in this analysis is a variation in the traditional role of what is expected of the parent. It is necessary to bear in mind that where the American system promotes and often requires a close home-school partnership, in the traditional Hispanic culture, this cooperative model is not commonly sought. So, when we analyze Hispanic parental involvement, this cultural factor must be treated as a handicap which can only be resolved by re-educating the parent regarding his right and responsibility to get involved in school matters.

Another reason for a reluctance to come to school on the part of many Hispanic parents is the feeling that the school represents an alien environment to them. The school is often seen as an impersonal system directed principally by Anglos with usually minimal sensitivity to the minority's language and culture. Many Hispanic parents feel uncomfortable entering the school building (Collins and Obregon, 1980, p. 17). The majority of these parents are often faced with feelings of lack of

control, frustration and ambilance. They come into a new land with different values and they are expected to assimilate the new norms often at the expense of their own. The school represents an institution which is new and sometimes frightening, especially when they cannot communicate effectively in English.

Another factor which acts to minimize participation is the Hispanic parents' unfamiliarity with the traditional structure of parent groups at schools. The role of the "PTA" as is viewed in the American system is new to Hispanic parents. For example, in the case of Cubans, the PTA was never part of their cultural experience. In order to bridge this gap, organized parent groups need to sensitize parents regarding the groups' objectives and reach them using such sensible means as: disseminating information to them in their native language, using local Spanish radio stations to advertise the meetings, having translation services, baby-sitting services, etc. In other words, being sensitive to the special needs of the Hispanic parent; roviding parents with an overview of the purpose of the organization and sincerely requesting their participation.

Psychological Factors

In addition to cultural factors, Hispanic parents also face psychological barriers which limit their participation. Many have deep-seated fears and attitudes toward the school which must be considered. One is the fear of being put down either overtly, or covertly. Since most traditional grading systems in schools are based on a competitive model, requiring a percentage of students to fail, a number of parents carry the psychological

scars of having been a failure or unsuccessful as children in school (Fernandez, 1980, p. 16).

Certain Hispanic parents, educated in this system, might have had negative experiences in school as a result of having to perform in an academic curriculum indifferent to their learning needs. Many even having suffered from racial discrimination in the classroom and rejection of their native language. If going to school was a difficult personal experience as a child, the parent might feel hesitant to become involved with the school system as an adult (Collins and Obregon, 1980).

Challenging the authority of school officials also requires a high degree of self-confidence and experience, sometimes this is a psychological impossible feat for a parent that may lack the required skills and knowledge regarding the school system and curricula. In this respect, the parent's degree of education also play a very important role which might lead to feelings of inadequacy and fear of criticism.

Direct Needs of Parents

As with all other parents, the Hispanic parent also has inherent needs which must be met in order to successfully increase his participation. These needs can be classified as direct services offered by the school and they encompass the following:

A. Child-care services - This will facilitate the attendance of parents to night meetings, parent-teacher conferences, parent education programs, etc.

B. Transportation to and from school - Car pools can be arranged in order to aid parents who do not have means of transportation to school activities.

C. Translation - Providing pertinent information to the parents in their native language in order to maintain them informed of school matters and student performance. Translating during PTA meetings, and other activities.

D. Information dissemination - Having a means of disseminating information to the parents regarding school matters on a regular basis. This can be through a newsletter, printed in Spanish, or utilizing available local media to get the message across.

E. Convenient time for meetings - Scheduling school activities at a convenient time for the parents - after school and at night time.

F. Parent training programs - Providing parent education programs which can train parents in skills needed to more actively participate in their children's education and in school policy matters.

G. Refreshments - serving refreshments during school activities in order to foster interaction between parents and school personnel.

School Administration

Another major factor which can contribute to the degree of Hispanic parental involvement in our schools is the school's administration's commitment to promoting parental participation. It is highly unlikely to expect parents to actively seek involvement if they do not feel that they are welcomed in the school. If they do not feel that their input is seen as a necessary contribution

rather than a meddling act. It is impossible to expect teachers to carry the full weight of promoting parent involvement, administrators must lead the way in this effort. Teachers and other school personnel must know that they have the administration's support, thereby facilitating the process. This will entail among others, maintaining open channels of communication with the home, providing bilingual personnel to aid in parent-teacher conferences and other activities and providing parent education services.

Other factors which have contributed to the alienation of the family from the school is the increased bureaucratization which has taken place as a result of consolidation of school districts (Fernandez, 1980). This has made decision-making in many districts increasingly remote. Hispanic parents, unfamiliar with the decision-making process and sometimes lacking the language skills and the knowledge of the system's structure, are further hindered from fully participating.

If we as educators want to effectively involve the Hispanic parent it is important to remember the following:

> The cultural and psychological barriers which discourage minority parents from participating in the existing educational system are not insurmountable. Getting parents to make the initial step of coming to the school can be the most sigficant move toward overcoming barriers to parental participation. Reassurance must be given constantly throughout the

process of involving parents to assure them that their presence, talents and opinions are valued in the school system. As the parents realize that educators respect them as participants in their child's education, they will feel increasingly more comfortable in cooperating with the school (Collins, 1980, p. 17).

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VI. Parenting in the Hispanic Home

VI. PARENTING IN THE HISPANIC HOME

Parenting emcompasses a diverse pattern of emotions, beliefs, values and behaviors. These patterns form a cultural setting in which the human personality and experience are organized, developed, and given meaning. While there are many cross-cultural similarities in the parenting process, it is important to remember that variations exist not only among national and cultural settings but within the same society (Fantini and Cardenas, 1980). Effective parenting, although there may be universal elements which will be discussed later, has to be understood in a cultural context. It has to be related to the societal goals as well as to the families' goals and makeup (Gordon, 1980).

All parents everywhere can be seen as sharing a common set of goals in their role as parents:

1- The physical survival and health of the child, including (implicitly) the normal development of his reproductive capacity during puberty.

2- The development of the child's behavioral capacity for economic self-maintenance in maturity.

3- The development of the child's behavioral capacities for maximizing other cultural values-for example, morality, prestige, wealth, religious piety, intellectual achievement, personal satisfaction, self-realization - as formulated and symbolically elaborated in culturally distinctive beliefs, norms, and ideologies (Levine, 1980).

Parents do not face the problems of altering these goals entirely on their own. Each culture contains an adaptive formula for parenthood, a set of customs evolved histori-

cally in response to the most prominent hazards in the locally experienced environment of parents that jeopardize attainment of these goals (Levine, 1980). Cultural norms of parenthood are designed to maximize positive cultural ideas in the next generation, as indicated in the third set of goals. Theodore Lidz (1963) a student of the family wrote:

> Each society has a vital interest in the indoctrination of the infants who form its new recruits. It lives only through its members, and its culture is its heart which they must keep pulsating. Without it, its members are rootless and lost... they must be raised so that the culture exists in them and they can transmit it to the next generation. It is a task that every society largely delegates, even though unwittingly, to an agent-the family (p. 19).

This is why it is so important to devote some time familiarizing ourselves with certain aspects of the Hispanic culture which affect the parenting process in the home. Child-rearing under the best of ecomomic and social circumstances is a difficult and demanding task. The complexities of parenting are dramatically greater for minority parents who have historically faced not only worse economic and social conditions than other Americans, but also critical choices in identifying or deciding how best to prepare a child to survive and cope in a society that is not primarily Latino.

THE FAMILY

One of the most important nucleus of social organization in Latin countries is the family, which includes the extended family, relatives and in-laws.

The most important functions of the family are:

1- To form and provide a residential and economic unit for the nuclear family, or if needed, the extended family. In some instances in rural areas, some neighborhoods or compounds are formed by the home of relatives. In urban areas it is common for related families to live in the same neighborhood.

2- To provide economic assistance and security to its members.

In the case of Cubans, exiles offer economic assistance to relatives in Cuba who want to leave the island, and support them when stranded in Mexico or Spain, or when on their way to the U.S.A. They help them settle (upon arrival in their new community).

3- The family is also an agent in the enculturation process, teaching the children social manners and behavior.

The extended family usually shares in the parental responsibility toward the children. Relatives assume the care of orphans. Middle-class parents pay for the educational expenses of their children, including the university.

4- The family cares for the ill, the old, and the disabled at home and supports them while institutionalized. Aging relatives are cared for by the family.

5- The family also provides for most of the socializing needs of its members through regular family reunions and parties. On these occasions all members of the family regardless of age or sex, participate. For example, in their need to reflect their present upward mobility, as a result of their newly attained economic well being, some members of the Cuban Dade County exile community have exaggerated this feature of the family functions by exalting the significance of the "rites of passage" the fifteenth year birthday party, which symbolizes a girl's entrance into womanhood.

6- The family members also counsel and support their members when in situations of stress. The family extends intensive support to its members when in crises caused by separation, loss or death.

7- The family is also a factor in the selection of marriage partners by providing its members with the opportunity to meet the "right people" through membership in various social clubs, etc. The family also gives great importance to the marriage of their offspring.

MALE AND FEMALE ROLES AND RELATIONS

The most important role of the Latin father is to be the breadwinner. His role is to be performed "en la calle"---literally meaning in the streets--in the world beyond the doors of his home. As head of the household, important decisions pertaining to economic enterprises, job security, etc., are primarily his responsibility..

Household work is seen as emasculating and effeminate. Traditionally the father has little to do with the rearing of the children, which is left to the woman of the family. The woman's role is passive as compared to the active role of the male. The woman's role is to care for the household, be a good administrator of the budget assigned to her by the husband, and to make all the domestic decisions, including the rearing and education of the children. She is also to act as a buffer between the authoritarian father and the children.

Presently, the role of the father as the breadwinner has been irreparably challenged by a working wife, who, in some instances, makes more money than her husband. The Hispanic females' struggle for independence from the family males and their requests for equitable sharing of household chores has also brought great conflicts in the Hispanic home.

ROLE OF CHILDREN AND ELDERLY

Children are greatly valued by the family, and parents are supposed to sacrifice themselves for them. Children are to obey and respect the parents and other adults in the family. Children are taught self-discipline. In the Hispanic life-style, persons involved in any type of contact have to engage in an exchange of pleasantries as well as information on family and personal matters. Hispanic child-rearing practices prolong childhood, stressing interdependence among the members of the family. Children often remain at home until married. Divorced or widowed women return home and move in with some relatives. Boys are usually excluded from house chores and enjoy more freedom to play and explore outside of the confines of the home.

Hispanic boys are traditionally pampered by the females of the family. This causes some role discontinuity since

in some instances, little training is given in how to assume responsibilities as adult males, a quality which they are supposed to have in order to control and provide for the family. Boys are also encouraged to manifest themselves as stoics and, thus, never show fear, pain, or "female" characteristics.

The orientation given to the youth in our present society have traumatically affected the Hispanic family by undermining the authoritarian roles of the parents who many times are openly and aggressively challenged by their children.

The elderly in this lineal authoritarian society are greatly respected. They are supposed to be models of authority and virtue, who as grandparents sometimes indulge in pampering the grandchildren. Elderly Hispanics are supposed to be cared for at home. Unfortunately, new economic pressures put on the family have created new breaks in the traditional care for the elderly. No longer can most Hispanic families afford to care for the extended family. More and more, elderly members are being placed in "nursing homes" as a means of taking care of the sick and disabled. The elderly, formerly respected for their age and experience, have lost status and prestige and, in some instances, are shoved away as children give way to expediency and change.

In the Cuban experience, the extended family has suffered adverse effects as a result of the uprooting process caused by the forced migration. Differences in residential patterns and work schedules have also directly affected family life. The short lunch break has obliterated the traditional, lengthy family lunch reunions used as a means to chat and share experiences. However, the most traumatic

conflicts have been caused by the clash of values pertaining to family orientation, sexual and age roles (Adapted from the Cuban Cultural Configuration by Dr. Mercedes Sandoval, 1979).

SCHOOL CONSIDERATIONS/COMMUNICATION

Hispanics have faced the dilema of adjusting to a new society while maintaining their traditional values. Those values brought by these immigrants have not evolved in the natural way or as they would have in their native land. An example of this are the Cuban refugees who arrived in the U.S. in the early sixties. These individuals brought pre-revolutionary values with them, often times keeping them in a static state. These refugees perceived change as a contamination of their traditions by the American value system. They failed to realize that change in their native land would have been inevitable.

Hispanic culture, by nature, is conservative, and great emphasis is placed on the preservation of certain traditions and values. Compared to other groups, change in the Hispanic culture is slower and is not readily welcomed. On the other hand, the American culture is change-oriented in nature. Change occurs at a rapid pace, and not only is it encouraged, but is also welcomed by society. Within the Hispanic family, one may find both the traditional Hispanic value and the new American value system. The parents view themselves as the preserver and the transmitter of Hispanic traditions. The children, now having been exposed more intensively to the American society, bring into the family new values learned outside the home. Due to the fact that children acculturate at a faster rate, the values are perceived as commonplace, and

they seek to incorporate them to their family structure. At this point, since parents and children are parting from different premises, values clash and lines of communication are broken.

For example:

Hispanic parents are generally over-protective and raise their children in a dependent manner playing a major role in the decision-making process of their child. The child plays a passive role in which he/she is discouraged from expressing contradictory ideas and true communication is hindered. At school, the child is encouraged to express himself, to question authority of parents, teachers, adults in general, and to excel as an independent member of his/her community. It is at this point that the child confronts a double message in communication, is unable to cope with this, and thus becomes confused. The child now has three (3) alternatives:

1. The child may comply with the Hispanic pattern and become passive and obedient both at home and at school, turning somewhat introverted. This may hinder his/her full participation in school activities and may isolate and place him at a disadvantage from the rest.

2. The child may identify with the American behavioral pattern and become assertive and aggressive both at home and at school, turning somewhat extroverted. Parents may view this behavior as disrespectful and insolent. This creates a communication breakdown between the parent and the child.

3. The child may become aware of the two-value system and may choose to behave according to the situation at home or at school. Thus he may, at this point, become bilingual and bicultural and come to a compromise. He/she now is able to effectively communicate in both circumstances and transpose positive values from one culture to the other. Ultimately, these children will eventually become more receptive to new ideas.

LANGUAGE PROBLEMS

The most common form of communication is the spoken word. In order to communicate successfully, individuals must have a common language. The Hispanic family is very concerned with the preservation of the Spanish language and great emphasis is placed on practicing it at home. On the other hand, the child moves from the home setting to the school setting, where the dominant language is English and the cognitive and developmental processes are typically American. Spanish is the dominant language up until the point that the child enters the school system, and from then on, English takes a priority. What often occurs from this point forward is that the child's Spanish language learning process is stalled at this primitive level and fails to develop to its full potential. The learning of the English language and the American system becomes the child's main goal and the Spanish language and Hispanic values take a secondary position.

At this stage, the parent/child relationship is affected due to the language and cultural barrier. At home, if the parents do not speak English, the child may use this language as a power tool to conceal information from his/her family. He/She may communicate in English with other siblings to keep parents from understanding and interfering in their private matters. In addition, the child may use disrespectful and profane language in English, in order to be defiant, and at the same time safe from parental disapproval and punishment.

Parents may also observe in their child the combination of both Spanish and English vocabulary better known as "Spanglish." This can create great difficulty in communication due to the fact that the child can no longer express himself clearly in one specific language. The parents may find that they cannot understand the true meaning of the child's message. At this time, the child may wish to turn to someone else for confidential purposes, such as, school counselors, teachers, etc. This may bring about fear within the parent for they may feel that they are losing control of their children and are no longer looked upon for support.

Another factor that interferes with communication between parent/child is a social/internal issue which is denoted as "taboo." Hispanics are very concerned with this issue and often refuse to even acknowledge this reality, much less discuss these topics with their children. Children are intrigued by prohibited subjects such as: sex, morality, and religious and mystic matters. Hispanic parents sometimes feel that these taboos should be forbidden, and are not to be mentioned or talked about since they may

harm their children emotionally. This again can contribute to a communication barrier between parent and child (Children and Parents Interacting Program, 1982).

The preceding section has focused on several of the major aspects of the Hispanic home which influence the parenting process. Sensitizing ourselves with these characteristics will help us in understanding the difficult situation Hispanic parents often times confront in being effective parents. Good parenting skills are not innate qualities nor spontaneous reactions to a child's behavior. Due to changing social values, the traditional task of raising a child now requires that the parent learn techniques which may prove helpful in effective parenting (Children and Parents Interacting Program, 1982). Now more than ever, responsibility for parenting, its goals and its consequences, its successes and its failures, must be claimed by society as a whole. It is not whether society should intervene in this crucial process (since every facet of a child's life - economic, legal, psychological, geographic, educational, and cultural is influenced in some way by the attitudes and institutions outside the home), but rather, how society might intervene in a more intelligent and supportive way. The principle of promoting human potential in all citizens has been a longstanding ideal of American society which must find expression in child-rearing, or be lost in the modern disintegration of other social values (Fantini and Russo, 1980).

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VII. Common Problems and Solutions in Interacting with Parents

VII. COMMON PROBLEMS ENCOUNTERED BY TEACHERS IN INTERACTING WITH HISPANIC PARENTS

Interacting with parents can often be difficult. Both teachers and parents have many obstacles to overcome in making their interaction a successful one. This is even more complex in the case of the Hispanic parent.

The language minority parent has needs which are common to parents in general and specific needs inherent to their cultural and linguistic characteristics. Among the general needs that these parents have are: the desire to obtain knowledge of the characteristics and procedures of the school; access to available support services; and meaningful school involvement activities in which to participate. In addition, non or limited English speaking parents face a problem of communication (with the school system in general; and with school officials in particular) which often leads to fear, feelings of inadequacy, powerlessness, or incompetence on the part of these parents' development (Garcia and Morrison, 1981).

The following represent typical problems encountered by teachers in attempting to involve Hispanic parents and suggested solutions. Many of these problems, however, are universal to all parents.

Problem: The parents do not speak English or have a limited ability to speak English.

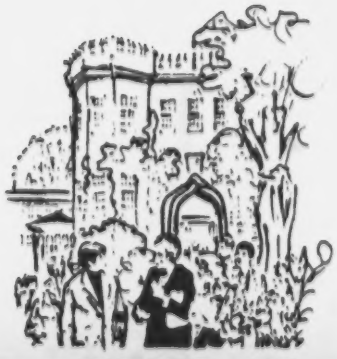
Possible Solutions: Contact a bilingual individual to conduct either home visits or conferences with the parent; brush up on key words in the parent's native language (Coletta, 1977). See Section IX.

Problem: The parents may lack information about the American educational system, resulting in misconceptions, fear, and a general reluctance to respond to invitations for involvement. Furthermore, what the American educational system is like may be quite different to what minority language parents are used to in a former school system.

Possible Solutions: Explain to the parents in a parent-teacher meeting the characteristics of the American educational system. Compare and contrast with the traditional (Hispanic) system (Garcia and Morrison, 1981).

Problem: Many language minority parents may have been taught to refrain from becoming actively involved in the school process resulting in an attitude of leaving all decisions concerning children's education to teachers and administrators.

Possible Solutions: The American ideal of a community controlled and supported educational system must be explained to parents from cultures where this concept is not as highly valued. Traditional roles of children, teachers and administrators likewise have to be explained. Many parents and especially non-language minority parents are quite willing to relinquish to teachers any rights and responsibilities they have for their children's education. Parents have to be educated to their roles and obligations toward schooling and the education of their children (Garcia and Morrison, 1981).



Problem: Parents and school personnel may each hold a different set of expectations in regard to education. These expectations may be rooted in real or perceived differences among parents and school personnel concerning roles of authority, training and education. Regardless, they manage to widen the communication gap between school and home.

Possible Solutions: In order to bridge the gap which has developed as a result of lack of cooperation, understanding and communication, it is important that goals for parental involvement be established and clarified. Successful programs targeting beyond minimum requirements should contain the following major goals:

1. to involve the parents in the decision-making process of the school,
2. to involve parents in all aspects of the instructional process,
3. to disseminate information about the school to the community and the community to the school, and
4. to establish a supportive system between the school and the community (Betancourt, 1977).

Problem: Parents may work one or more jobs or may be very busy at home, especially if there are younger children.

Possible Solutions: Acquire a knowledge of community resources dealing with occupational counseling in the community; suggestions for higher paying jobs could provide similar income through a single job. Find an enthusiastic and involved

friend who could call or visit, to communicate about the school program. Provide babysitting services (Colleta, 1977).

Problem: The parents have too many personal problems.

Possible Solutions: Provide understanding and support... Win trust, acceptance and respect... provide practical help... with knowledge about where to go for legal aid, health care, planned parenthood assistance, housing help... (Honig, 1975).

Problem: The parents lack transportation.

Possible Solutions: Organize your program and facilitate the formation of car pools; provide bus information; introduce parents living near each other (Coletta, 1977).

Problem: The parents do not feel needed at school.

Possible Solutions: Send out a letter inviting parents to visit at any time (open door policy) and include a list of tasks for their choosing. Give ideas for things to do at home for the benefit of their children (e.g. sewing, baking) (Colletta, 1977).

Problem: The parents feel insecure and fearful about teachers and school in general.

Possible Solutions: Make a home visit. The parents need to communicate on their home ground. They need reassurance that the teacher is a friendly, understanding person who has a genuine interest in their child (Sayler, 1971). A reminder from Hess and Croft (1972):

> The mother who believes she is respected and wanted by

the school and who is made to realize she is assisting in the education of her child is more likely to give the child positive and useful attitudes toward both the school and the teacher, with all that this implies for future success in school (Colletta, 1977).

Problem: The parents feel they "pay money" to have the school educate the child; that parents have too many other things to do.

Possible Solutions: Do not attempt to convince the parents otherwise. Be accepting of their feelings and do not become defensive. Organize the most stimulating parent involvement program possible with those parents who are interested. Find one parent through another and so on. Plan for the interest and excitement of those involved to become contagious. Everyone wants to be part of and know more about something good that's happening (Coletta, 1977).

Problem: Values collisions between teachers and parents.

Possible Solutions: Values areas which collide frequently involve methods of discipline, standards of neatness and manners, noise levels, care of property, language (good vs. bad words), aggression, sex-role behavior (stereotypes), and autonomy vs. dependence (obedience). A parent involver must realize that "right" values are dependent largely on cultural background and should learn to discuss and clarify value areas rather than taking a rigid, didactic and defensive posture. Nothing will turn parents off quicker

than an intolerant "I know the right way" teacher (Colleta,, 1977).

Problem: Parents expecting the educator to be an expert in solving the child's problems.

Possible Solutions: When asked questions calling for expert advice, a good rule of thumb for involvers is to resist answering direct questions, even though a professional role applies pressure to answer. This is not a cop-out but a sincere attempt to better understand the question (many questions have deeper concerns attached to them). Second, educators must demonstrate a sense of comfort with problems as they are part of a child's growth. Third, an educator needs to attempt to clarify what is is the parent really wants to know. It is important that parents and teachers learn to deal with the child's problems together (Colleta, 1977).

These obstacles may seem to be difficult to overcome but since the end result will be an improved educational situation for the children, they will definitely be worthwhile. As Morrison and Garcia (1981) state:

> "The coordinated efforts of everyone is required to build an effective and meaningful program for language minority parent involvement. Such a meaningful relationship can bring about a change in the state of our education and provide mutual benefits for all concerned: parents, children, teachers and the community. The challenge and the choice is ours. We can continue to give all the old excuses for not involving parents, or we can begin now to develop genuine linkages with parents and the community. Parents can make a difference in their children's education, with our assistance the language minority parent is willing and able to join our teachers in a productive partnership."

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VIII. Strategies for Promoting Hispanic Parental Involvement

VIII. PRACTICAL STRATEGIES FOR WORKING WITH HISPANIC PARENTS

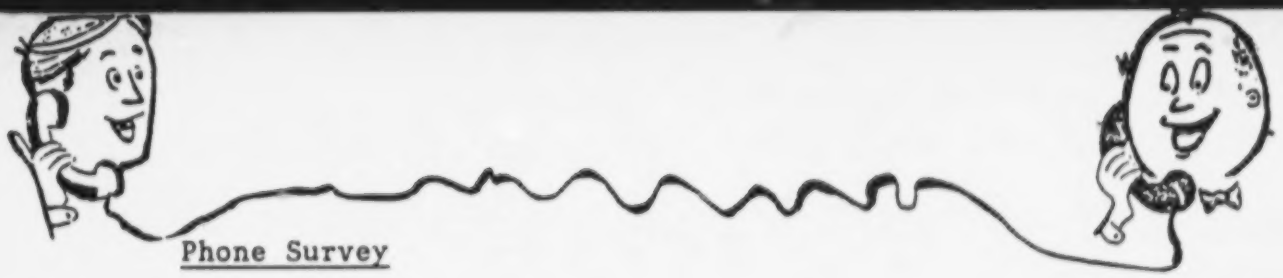
Recognizing that parent involvement is an integral part of a child's development program, it is imperative to understand the workings of a good parent involvement effort. Teachers should have a knowledge of the various strategies available to successfully work with parents and involve them in school activities. This section will present practical suggestions for planning and implementing parent involvement activities that can be easily used by teachers or other school personnel working with Hispanic parents. These approaches have been compiled from different experts in the field and successful parental involvement programs throughout the nation.

The practical approaches have been divided into two groups: 1) those strategies that can be used for surveying the parents' needs in order to plan a comprehensive program; and 2) those strategies that can be used to encourage and facilitate parental involvement.

NEEDS ASSESSMENT STRATEGIES

When a school begins to create a plan for involving parents, data must be collected about the parents, with their full knowledge, cooperation and feedback. Parents should be planned with and not for (Coletta, 1977).

The following are ways of collecting and organizing data about the parents:



Phone Survey

A very effective way to reach as many parents as possible is by the telephone. A short telephone survey at the beginning of the year can serve many purposes. First of all, it can give the teachers and parents an opportunity to get to know each other. Secondly, it can be a good way to gather information on the family make-up and situation, occupation, hours available, languages spoken, special skills of family members and willingness to participate. Finally, it can give the parents the opportunity to ask questions.

Initial Parent Conference

Two weeks after the beginning of school, each parent can be invited to schedule a time to meet with the teacher individually. In addition to an opportunity to meet the teacher, this time together affords parents a chance to share as much information about their child as possible--likes, dislikes, special interests, problems, concerns--to share their feelings about that child's academic skills, and for them to share their goals for their child for the school year ahead. Talks should be informal and pleasant (Siders, 1978).

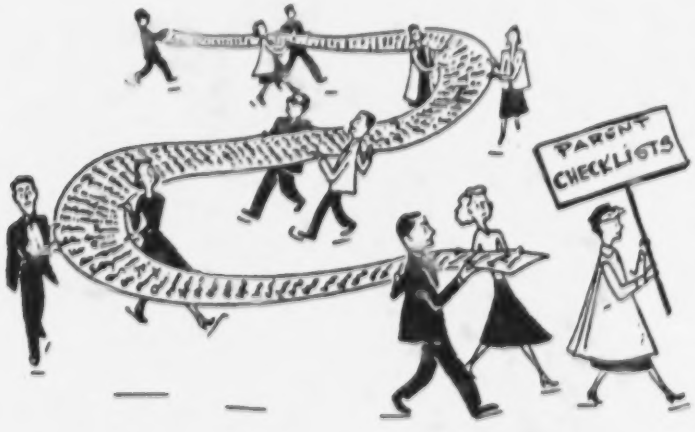
This initial conference can also be a good source of information. The following list provides a useful source of pertinent questions used to gather information from Hispanic parents:

- Do both parents work a full day?
- What country do the parents come from?

- What is their level of education?
- Do they participate in the community through church-related activities?
- Do they attend general school activities or do they tend to participate only when their own language and culture are involved?
- Are they citizens? If not, do they want or intend to become citizens?
- Do they have any knowledge of English? Are they literate in their native language?
- What values do they consider most important?
- How do their values differ from the values they find in the United States?
- Are they concerned about education and the education of their children? (CoMerc, 1981).

Parent Checklists

Parent checklists represent another important means of gathering information about parents. The information can later be utilized to develop and adjust your parent involvement activities to the specific needs of the parents. At the end of this manual we have provided you with sample parent checklists in both English and Spanish (See Appendix A).



Parent Profiles and Folders

Another way of gathering information is through a Parent Profile (adapted from Adair, 1969). This represents a helpful way of collecting and compiling important information regarding family age ranges, structure and background.

TABLE 7

A PARENT PROFILE

	Mother	Father	Children	Relative
Age Ranges				
Infant to 3 years				
3 years to six years				
16 years to 20 years				
20 years to 25 years				
25 years to 30 years				
30 years to 35 years				
Over 35 years				
One Parent Only				
One Parent, Relatives Support				
Foster Parents				
Ethnic Backgrounds (list below)				
Languages (list below)				
Average Length of Residence				
Occupations (list below)				
Work Patterns				
Day hours				
Night hours				
Weekend				
Weekends off				

STRATEGIES FOR FACILITATING INVOLVEMENT

Most parents want to be involved with the schools and the education of their children. Not only do they want to know what their children are doing, but they want to play a part in the school's activities. While many teachers have been taught to feel that to involve parents is to impose upon them, in reality, parents want teachers to provide channels for them to contribute. Indeed, many want the satisfaction of serving their own, other children as well as other parents. Assuming parents want to be active in the school's program, what can teachers do to encourage their participation? (Coletta, 1977).

The following strategies are suggested in an effort to assist teachers currently in the process of reaching out to Hispanic parents.

Hints for a Successful Relationship with Parents

There are a few general rules which, if established from the start, will help to make first impressions both good and continuing ones. The classroom teacher who communicates most effectively will:

- Explain so others can understand.

Though this sounds obvious, all to often, when dealing with parents, teachers assume understanding where it does not exist. Parents are often reluctant to admit that they don't understand. Sometimes they are afraid to ask questions that make them seem stupid. The teacher should make sure that what they are saying is fully understood. If the parent does not speak English, be sure to have an interpreter.

- Be tactful.

Hurt feelings rarely contribute to good public relations. And parents often are supersensitive where their children are concerned. During parent-teacher conferences, it's wise to point out children's good qualities while you are discussing their weaknesses and failures. This smooths the way and makes it more likely that parents will accept criticism of their child from you--an outsider. Avoid argument, for it only makes parents resentful and forces them to think of counter-arguments to bolster their side of the discussion.

- Be honest with parents, but not brutal.

A teacher who would like to be completely honest and share the knowledge with a parent that his son is "lazy and uncooperative" will meet with more successful cooperation if he/she uses a hopeful and positive approach. He/She could say that the student being discussed "can do more when he tries" and "needs to learn to work with others." Parents are proud people and respond to positive evaluations of their child's habits.

- Keep written communications personal.

There is nothing like a stiff, impersonal note from their child's teacher to make parents feel like outsiders. The teacher should try to communicate with parents as often as possible, and to keep notes friendly and informal. A personal note about the child's progress can take the coldness from printed report cards.

- Learn to listen.

Listen with understanding, patience, and genuine interest when talking with parents. Try to put yourself in their shoes so you can figure out *why* as well as *what* they are saying (Working with Parents, 1968).

UNDERSTANDING DIFFERENT TYPES OF PROBLEM PARENTS

One way to facilitate the parent-teacher interaction is for teachers to recognize specific characteristics inherent in parents which often times determine the manner in which they behave. Understanding behaviors will aid in responding to them in an effective fashion. In this section, examples of common types of parents and suggestions on how to deal with them are provided.

- *The Timid Parent* - Usually has a very high regard for teachers and is speechless before you. Considers education a one-way street and feels he's going the wrong way. Nothing sparks a reply.

Suggestions:
- Offer several sincere compliments
- Ask questions which cannot be answered with a "yes" or "no."
- Be as friendly as possible without overdoing it.

- *The Worried Parent* - Usually worried about a lot more than just his child. Believes that, no matter what you said in your invitation, his youngster must be in some kind of trouble. Can be recognized by nervous habits such as handkerchief twisting or finger drumming.

Suggestions:
- If worry is expressed, recognize it and respect it.

- If the child is doing satisfactorily, assure the parent of this immediately.
- Assure the parent that few problems in child adjustment or learning are insolvable.
- Plan a joint attack on the problem. This step usually relieves a worried person's mind.

- *The Egotistical Parent* - Will probably come in smiling, self-confident. He is probably clever.

- Do not deflate the balloon or you will have a lifelong enemy. Remember, ego is a most precious possession.

Suggestions:
- Acknowledge his abilities.
- Use the parent's abilities to the advantage of the child and possibly (as a resource person) of the entire class.

- *The Critical Parent* - Comes in armed with "expert" opinions on how to teach children. Wants his child to have the three R's and nothing else. Has read all about this "progressive education" and wants none of it.

Suggestions:
- Do not argue, but try to inform by using both facts and an appeal to the emotions.
- Concentrate on issues you want to address.
- Admit educators do not have all the answers. What profession does? (Conference Time, 1970).

Written Communication with Parents

The teacher's only contact with some parents is the written word, a fact that makes that word even more important.

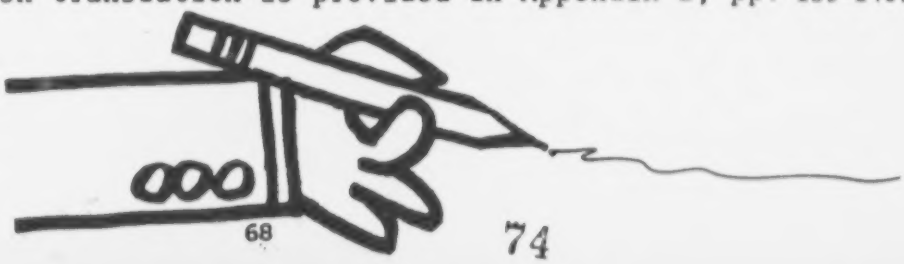
Those messages, especially the first notes of the school year, which the teacher gives to each child to take home, have a big job to do. They must project the friendliness of the teacher's personality; they must inform the parents; they must show the parents that the teacher cares deeply about the children; and they must stir the parents to action and to involvement in helping the youngsters learn (Working with Parents, 1968).

Announcements

It is discouraging to prepare for a group conference and then find yourself talking with only a handful of parents. But with appealing invitations and good scheduling, you should get a fine turnout.

Invitations should be friendly and sincere. They should be sent to parents at least a week in advance (earlier, if possible) to give them time to get a baby-sitter and arrange their personal calendar. Be sure the invitations contain all these points: day and date, time, your name and grade, your room number, and the name and address of the school.

Add an RSVP to your invitation. Follow up on parents who do not reply, with a telephone call urging them to come. To those who reply saying they cannot come, send a friendly, understanding note which explains that individual conferences will be scheduled later in the school year and that you hope that they will be able to come then (Conference Time, 1970). A sample announcement in Spanish which can be adapted to invite Hispanic parents to individual and group conferences, and an English translation is provided in Appendix B, pp. 139-140.



Bilingual Newsletters

Another way of communicating with parents is with a bilingual newsletter. Classroom happenings, special events, joys, and projects can be shared with parents through this media. Articles can be written by the teacher and the children. In addition, the bilingual newsletter can be used as a tool to educate parents on specific topics of interest. This is a most powerful instrument for school personnel because it can carry education to the parents.

Parent Folders

Weekly folders are an excellent means for teachers and parents to communicate with one another.

Parent folders are a way the teacher can use to share with each parent how the child did in the classroom during each week. On Fridays, parent folders can be handed out to each child as he leaves for the weekend. The folders may be signed by the teacher and dated. Sometimes comments can be written in the comment column. Students then return the

folders on Monday with the parents' signatures, date, and any comments the parent might wish to make (Siders, 1978).

Each child's folder can include all the written work for the week. Work can be evaluated and suggestions for improvement may be noted, giving parents and children a point for discussion and working together at home to reinforce school learnings. The folder can also include a sheet on which recorded responsibilities can be assigned to the child during the week, noting those which are completed and those which are not (Siders, 1978).

OTHER MEANS OF COMMUNICATION

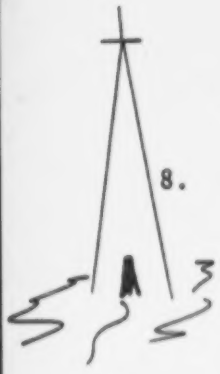
Use of Phone

The phone can be a valuable tool in communicating with parents. Telephone calls are clearly the fastest way to communicate with parents: "Hi, I'm calling to say hello and tell you that I am looking forward to working with María this year." Telephone calls can be used as substitutes for scheduled conferences, if needed. Calls should be made for minor, casual and routine situations, as well as for major events, both positive as well as negative. In the case of Hispanic parents, this initial call can serve to break the ice with the parents. If the parents do not speak English, the teacher should find someone who speaks Spanish if the he/she does not, in order to assure the parent that the communication problem will not be a barrier in the future.

One innovative way of using the telephone was developed in St. Louis by CENREI, Inc. The Recorded Telephone Message Project used teacher-recorded telephone messages as a means of encouraging parents to help their children learn the basic skills. Each week for 31 weeks, three third grade and three fourth grade teachers from an elementary school in a small suburban school district recorded a brief (2-3 minute) telephone conversation which recapped the week's classroom emphasis on basic skills. The message also gave parents suggestions for home activities as well as a telephone number to call to arrange a conference or request supplementary materials. These types of messages can be recorded in Spanish and made available to the parents who do not speak English. Information of such services can be made known to them via the bilingual newsletter.

Alternative Methods of Delivering Information to Parents

1. Television: programming for parent and child participation.
2. Radio: programming for parent involvement and participation through public service announcements or special programs. In the case of Hispanics, the school can contact Spanish public radio stations to get messages across.
3. Newspaper: articles and editorials designed to inform and encourage involvement.
4. Bulletins/pamphlets/flyers: special purpose information vehicles for parents.



5. Signs on key locations: announcements at frequented locations to provide information.
6. Advisory committee: programmed to disseminate information.
7. Civic organizations: project staff and advisory committee members reaching others through formal/ informal organizations.
8. Religious organizations: church groups and the clergy could include information in flyers, announcements, etc. (Adapted from Parental Involvement in Bilingual Education, Eliverio Chávez, 1980).

Parent Conferences Made Easy

The individual teacher-parent conference begins where other reporting methods end. The parent brings to the conference his own very special understanding of what the child is like at home. The teacher brings an insight of what the child is like at school. With these two perspectives in focus, everybody gains - especially the child (Working with Parents, 1968).

The following outline lists some of the major aspects of parent conferences:

1. Planning of conferences
   a. Plan a conference that will be comfortable for you to conduct.
   b. Contact parents regarding your scheduled time, place and date, but make sure your plans are flexible for the benefit of the parents.

c. Plan a conference forty-five minutes in length to allow plenty of time for discussion.
d. Plan the conference around that parent's child. Eliminate comparisons of children.
e. Write a status report on the child before the conference.
f. Plan special observations of the child prior to the conference if needed for accurate and objective reporting.
g. Collect samples of the child's work.
h. Avoid making a premature diagnosis regarding the cause of negative behavior by the child. This diagnosis may be wrong.

2. Implementation of conferences
   a. Arrange for complete privacy so that true feelings may be expressed.
   b. Begin the conference by discussing positive aspects of the child's progress.
   c. Listen effectively to the parent.
   d. Be matter-of-fact and honest in discussing negative aspects of a child's performance; do not be overtly critical and demeaning.
   e. Provide a relaxed, unhurried atmosphere to encourage open communication.
   f. Avoid being too authoritative or playing the role of "the expert." This may cause parents to feel defensive and humiliated or angry.
   g. Keep conferences strictly confidential.
   h. Conclude conference by conveying appreciation for the parent's coming to the school.

3. Content of the conference

a. Information regarding the child's adjustment and progress in the early childhood, program, such as:
   (1) Anecdotal records
   (2) Developmental records
   (3) Samples of work
   (4) Teacher observations

b. Concerns and questions of the parent regarding the early childhood program.

c. Information from parents regarding relevant aspects of the child's home life.

d. Clarification of feelings of parents regarding their child's adjustment and progress.

e. Information regarding principles of child growth and development and significance of parents' role.

f. Mutually-arrived-at decisions between parent and teacher regarding any needed changes relative to some aspect of the child's progress.

4. Common questions

Most parents are full of curiosity. They want to know what you are teaching their children and how you are teaching them. They know things have changed since they were in school but most parents are not quite sure exactly what has changed. You will play a big role in showing them that the changes are for the better.

Here are some typical questions which you might confront when dealing with parents regarding schools and schoolwork.

1. What will my child study?
2. What are "social studies"?
3. How does cutting out colored paper help my child?
4. When do you start teaching science?
5. How do you teach reading now?
6. Why do you teach printing instead of writing?
7. When are children taught in groups rather than as entire class?
8. What will my child be learning this year in math?
9. What tests are used?
10. What do you do to help the child who learns faster or slower than the the rest of the class?
11. What good are field trips?
12. Isn't reading books other than textbooks in class just a way to kill time?
13. How do you teach spelling?
14. Will you assign homework this year?
15. Why is more than one text on the same subject used in your class?
16. What kind of schedule does my child have in school?
17. What are all these tests that students take?
18. What about the discipline of students?
19. Is my child doing as well as he should in school? (Is he working up to his ability?)
20. What group is he in, and why?
21. What kind of books is he using?
22. May I see some of his work?
23. Does he get along well with the other children?
24. Have you noticed any special interests, aptitudes, or abilities in my child?

25. Does he obey you?
26. Have you noticed any signs of initiative, originality, or responsibility in the classroom?
27. Does he respect the rights and property of others?
28. How is he getting along in individual subjects?
29. How can I help at home?
30. What is my child's I.Q.?
31. Does my child get to class on time?
32. Does he eat his lunch?
33. Is it all right to call you at home?

All Parents Want To Know About:

- The grading system
- Discipline policies
- How much emphasis is placed on the three R's
- What subjects their children will study
- Pertinent school rules and procedures
- How they can help their child learn

(Adapted from Conference Time, NSPRA, 1970).

Homework Assignments

The biggest continuing contact between the school and the home is the homework assignment. For this reason, it can be used positively or negatively as part of the school's public relations program (Working with Parents, 1968).

Should Parents Help?

One of the most touchy homework questions is whether parents should actually help their children with their homework, and if so, how? It would be helpful if teachers gave parents some of the following advice. This could be provided during teacher-parent meetings and/or sent home on a mimeographed sheet (Working with Parents, 1968).

- The parent who does a student's homework for him is contributing about as much to the youngster's intellectual growth as eating his dinner for him would add to his physical growth.

- The parent must remember that, when his child takes classroom tests and end-of-term exams, the parent will not be there to help.

- When a parent does the lion's share of the assignment, the teacher will be evaluating the parent's work rather than the student's, and will have difficulty determining the student's strengths and weaknesses.

- Before helping a young child with his reading, the parent should find out what methods the school is using. The child becomes confused and anxious when parents use techniques different from those used by his teacher or techniques he may not be ready for.

- Ways of teaching many subjects, such as math and science, have changed in the last few decades. Parents who "help" by outmoded methods may create a conflict between school and home and between the child and his teacher.

SPECIFIC STRATEGIES FOR DEALING WITH PARENTS OF LEP CHILDREN

Communication with limited English-speaking parents can be improved by:

- having a translator available when holding meetings or conferences with parents.
- sending information home written in the language of the parents.
- having the parents volunteer in the classroom.
- putting progress reports in a language the parent can understand.
- communicating with the parents if there is a problem with the child.

- trying to solve problems, rather than ignoring them.
- having someone to answer the school telephone who speaks the language of the limited-English speaking parents.
- administrators recognizing parents visiting the school and making them feel welcome.

Limited English-speaking parents can be assisted in helping their children learn the Basic Skills by:

- having available books and other materials which the parents can borrow in a bilingual format.
- letting the parents know what is being taught and the method the teacher is using.
- having workshops for parents on how they can help their children learn.
- sending home explanations and forms to help the child with homework.

(Adapted from Reaching the Hard-to-Reach Parent, Arizona State Department of Education, 1981).

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SPECIFIC WAYS HISPANIC PARENTS MAY BE INVOLVED

Hispanic parents need to be involved directly in their children's education. Since the school and the parents share a common concern for the welfare of the child, it is logical that they should develop a cooperative partnership (Berclay, 1977, p. 8).

Often times the task of involving the Hispanic parent becomes arduous and frustrating as a result of a lack of knowledge of how we can most effectively utilize the skills that they possess. Although it is true that Hispanic parents are sometimes constrained by language and cultural barriers, there are many activities which can be developed to promote their direct involvement. The Hispanic parent can be an equal partner in the educational process if we as educators can find innovative and appropriate activities for involvement.

Parents have the opportunity to nurture their child's growth and development by participating in school and extracurricular activities. In this section, a suggested guideline for involving the Hispanic parent in specific activities in the classroom and outside the classroom is provided. These activities should not be looked upon as the only means for involving parents, but as a basis for the creation of new activities.

School Activities

The following list of activities is provided to serve as a source of possible tasks in which to effectively involve parents in school. The activities should be altered depending on whether your parents are working directly with you the teacher, students or other school related personnel (Berclay, 1977, pp. 27-29).

1. Working with students: the most rewarding for the parent volunteers

Take new students on a tour of the building

Help students of other ethnic backgrounds adjust to the school situation and the classroom

Serve as a "foster parent" for students who are bused to the school from another area

Lead small-group discussions

Help with handwriting exercises

Write down stories or autobiographies which children dictate

Assist with creative writing activities, such as helping students write and illustrate their own books

Help students grade their own papers

Assist in using educational toys and games

Read stories to and with groups or individuals

Assist with creative dramatics, crafts, and art and music activities

Give drills or reviews in mathematics, phonics, spelling, etc., using flash cards or other materials

Aid students with science experiments, art projects, or other special activities

Help students make costumes or scenery for plays

Assist individuals or groups with enrichment instructional projects, independent study, or follow-up work

Help students with seatwork during study periods

Check to see that students understand and are following directions for classroom activities

Assist with special tutoring or remedial work

Help students plan and arrange bulletin boards or displays

Supervise rest periods

Direct student clean-up after activities

Monitor class in the absence of the teacher

Supervise peripheral groups while the teacher works with others

Give special instructions in hobbies or crafts

Serve as a resource person, talking to the class about occupations, travel experiences, or other areas where they have special knowledge; show slides or special collections; take students on special tours; give performances in the arts

Supervise after-school parties or club meetings

Solve minor discipline problems under direction of the teacher

2. General duties

Research and compile instructional materials-books, pamphlets, newspaper and magazine articles and pictures, etc.-in a clip file for teacher reference of classroom use

Compile a guide of possible field trips, community resources, guest speakers, and available programs, plays, or displays; make arrangements for any of the above with teacher approval

Arrange decorations or food for class parties; prepare special holiday programs

Operate various types of projectors, tape recorder, record player, or other audiovisual equipment used in the classroom; attend to maintenance and storage of such equipment

Check out and return equipment borrowed from other classrooms or school facilities

Organize and maintain classroom library

Make or mend books, posters, workbooks, learning games or toys, etc., used by students

Make graphs, charts, maps, flash cards, overhead transparencies, and similar items for classroom presentations

Prepare various remedial or supplementary materials for students needing special help

Make picture-word cards for basic foreign language instruction; translate plays and other materials for bilingual instruction projects

Make puppets for story-telling

Record filmstrip narrations, stories, and drills

Put assignments or lessons on the board

Arrange bulletin boards and other displays; dismantle and file materials for future use

Distribute books, school notices, and instructional materials

Prepare, distribute, and collect art materials - e.g., paper, paints, paste, crayons, and scissors

Set up materials (charts, maps, etc.) for teacher presentations

Adjust heating or cooling, window shades, and lights in classroom as necessary

Help move classroom furniture for special activities and return to original arrangement

Clean up art or science tables or other classroom work areas

Clean boards, desks, tables, and storage areas for books and other supplies

3. Clerical duties:

Assist during school registration

Prepare school and federal attendance forms

Take attendance and follow up on school absences

Keep class records, statistical reports, federal or state reports, health information, etc.

Alphabetize materials for various school files

Write notes to parents

Collect and record money for milk and lunches; books and other school materials; insurance; field trips and class parties; magazines, newspapers, and class pictures; bank deposits and fund-raising projects; and charity drives

Inventory classroom books, equipment, supplies and instructional materials

Requisition school supplies

Order and process books, filmstrips, films, overhead transparencies, posters, and free materials

Mark objective tests and workbooks for teacher's review

Score, graph, record, and average test scores and other grades

Enter names on report cards and transfer grades

Distribute, collect, and file report cards

Type stencils for homework, special worksheets, and class handouts

Duplicate and collate classroom materials

Type, proofread, and duplicate classroom or school newspaper

File student work

File resource materials for specific instructional units

Activities Outside the Classroom

Order, process, catalog, and shelve books for the library or materials for the media center, language lab, etc.

Mend library books; straighten shelves

Help students check out library books or find reference materials

Check on overdue library books

Operate equipment in the media center or language lab; help students use equipment properly; route equipment to classrooms

Help speech therapist with correctional drills

Assist in the counseling office

Work in health office giving minor first aid, calling parents if necessary, helping with inoculation programs and eye and hearing tests, and weighing and measuring students

Supervise collection and distribution of clothing for the needy

Operate lost and found unit

Set up hall displays

Monitor halls, doors, and playgrounds to maintain school security

Supervise students in the cafeteria, restrooms, playground, or auditorium

Work in the school office typing, answering telephones, putting mail in teachers' boxes, etc.

Supervise physical education activities

Help students board buses

Assist teacher on field trips

Help with assembly programs

Make signs to direct visitors to guest parking areas or school meeting rooms

Act as assistant host or hostess for school open houses or meetings; greet guest speakers or other school visitors; write thank-you notes to those who have performed a service for the school

Arrange tours of the school or observations of the parent involvement program

Perform custodial duties in hall, restrooms, or faculty lounges

Serve as the teacher's interpreter with a non-English-speaking parent

Increase the teacher's understanding of ethnic groups within the community

Serve as liaison between school and community; explain school programs and services to community members; create greater understanding and communication

Help tutor their children at home through real-life experiences in the classroom

Encourage other parents to join parent involvement activities

PTA's, School Advisory Councils Parent-teacher conferences

The number of activities in which we can involve parents can be indefinite. We have provided you with a sample list. It is our task now, as educators, to welcome the Hispanic parent warmly in our schools and help them feel at ease. The end result will be a closer cooperation and a better understanding between parents and teachers.

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Valbuena, Félix M. The parent's guide to bilingual/bicultural education: Home, child. school. Detroit Public Schools, Department of Bilingual Education, 1978.

IX. Curriculum and Materials

X. CURRICULUM AND MATERIALS

STATE OF FLORIDA RESOURCES

1. Parent-Teacher Association
   Dade County Public Schools
   1410 N.E. 2 Avenue
   Miami, FL 33132
   (305) 350-3476

2. School Volunteer Program of Greater Miami
   1410 N.E. 2 Avenue
   Miami, FL 33132
   (305) 371-2491

   Gina Craig, Director
   Bilingual Component
   (305) 371-2491

   - In conjunction with the mental health association. Orientation and training available in reading and math tutoring, clerical work and library services.

3. Parent Education Program
   Dade County Public Schools
   Burton Arnold, Asst. Supervisor
   (305) 350-3380

   - For Chapter I students. Educates parents and shows them how to help children at home. Parent-laison-person available to go directly into the home or assist teachers in Chapter 1 schools.

4. Florida Department of Health and Rehabilitative Services
   Office of Social and Economic Services
   P.O. Box 2050
   Jacksonville, FL 32303

   - Interstate placement of children
   - Child welfare services

5. Department of Health and Rehabilitative Services
   District Offices
   Dade and Monroe Counties
   2445 West Flagler Street
   Miami, FL 33135
   Max B. Rothman, Director
   (305) 642-7900

6. Parent Center - Life Long Learning Division
Miami-Dade Community College - South Campus
11011 S.W. 104 St.
Miami, FL 33176
(305) 596-1161

- Classes concerning all aspects of parenting in today's society.

7. Parents Without Partners Int.
S.W. Chapter 835
(305) 444-7171

- For single parents. Lectures and workshops on self and affective parenting. Leisure activities are also organized.

8. Parent Resource Center for Dade County
30 S.E. 8 Street
Miami, FL 33131
(305) 358-8238

Executive Director: Mary D. Taylor

- Funded through United Way and HRS. Offers parenting classes through the STEP program (Systematic Training Effective Parenting). This is an eight (8) session course, once a week for two hours, with a fee of $5 for the course and $7 for the handbook.

  Other information rendered for no fee are, Information and Referral and Parent-Aides as friends to those families in need of such company.

9. Parent Resource Center Crisis Nursery
3175 Jackson Avenue
Coconut Grove, FL
(305) 446-5071

- Free emergency day care for children under 8 years of age.

10. Florida Educational Research and Development Council
126 Building E
University of Florida
Gainesville, FL 32611

- Ask for list of publication

NATIONAL RESOURCES

1. National Committee For Citizens in Education (NCCE)
   Suite 410, Wilde Lake Village
   Columbia, Maryland 21044

2. Moreno Educational Company
   6837 Elaine Way
   San Diego, California 92120

3. Current Index to Journals in Education (CIJE)
   New York: Macmillan Information.
   Monthly, semiannual cumulations index.
   Indexes and abstracts of more than 750 education and education-related journals.

4. Resources in Education (RIE)
   Washington, D.C.: U.S. Department of Health, Education and Welfare.
   RIE is the monthly abstracting service of the ERIC system. Materials in RIE are indexed by author or institutions and by subject descriptions. Materials are made available on a monthly basis in microfiche form.

5. Institute for Responsive Education (IRE)
   704 Commonwealth Avenue
   Boston, Massachusetts 02215
   (617) 353-3309

   - Private, nonprofit organization to study and assist the process of citizen participation in educational decision-making.

     a. Citizen Action in Education (CAE)
        Quarterly news magazine of the Institute
        (Fee required)

        - CAE is an important communication link between parents, citizens, and school-people who feel that citizen participation in educational decision-making creates the best schools.

     b. Organizational Directory
        (Fee required)

        - An alphabetical listing of over 150 State, regional, and national organizations involved in aiding and supporting citizen participation in education.

c. Current Books, Pamphlets, and Guides

Clasby, Miriam. Together: Schools and Communities. 1975. (Fee required).

- Handbook and resource directory about school/community collaboration.

Davies, Don (ed.). Schools Where Parents Make a Difference. 1976. (Fee required).

- 11 case studies which demonstrate that parents, working with school personnel can make a difference in the schools which their children attend.

6. Alfred Adler Institute
6 No. Michigan Avenue
Chicago, Illinois

- Ask for list of publications

7. Children's Bureau
U.S. Department of HEW
Washington, D.C. 20201

- Parent Education Materials

8. National Clearinghouse for Bilingual Education
1300 Wilson Boulevard Suite B2-11
Rosslyn, Virginia 22209
(703) 522-0710
(800) 336-4560 Toll Free

9. University of Illinois Curriculum Laboratory
1210 West Springfield
Urbana, Illinois 61801

- Ask for list of publications

10. Arizona Bilingual Materials Development Center
College of Education, Box 601
University of Arizona
Tucson, Arizona 85721
(602) 626-1618

Material: Santa Cruz Bilingual Education Design Teacher Training System

11. Bowdoin-Websters International Tutoring System
2416 Hillsboro Road, Suite 205
Nashville, Tennessee 37212
(615) 383-8901

- What is the Bowdoin Method?

The Bowdoin Method is a program for involving parents as partners in their children's education. Basically, it is a ten-lesson course for parents that provides them with the information they need to work effectively with their children. It contains filmstrips, cassette tapes, educational games, a manual for the person conducting parent meetings, and books for the parents. Inherent in the program is a strategy that motivates parents to attend meetings. Materials available in Spanish.

12. High Scope Educational Research Foundation
600 North River Street
Ypsilanti, Michigan 48197
(313) 485-2000

"Un Marco Abierto" curriculum materials include:

- a manual detailing the curriculum for classroom teachers

- a manual of training workshops for educators who train classroom staff

- audio-visual materials for teachers--a two-part videotape which depicts language strategies in bilingual preschool classrooms, and a set of three color filmstrip and cassette programs--"Supporting Cultural Awareness in Young Children," "Using the Community as a Classroom," and "Naturalistic Language Learning"

- a set of five color filmstrip and accompanying audio cassettes with both Spanish and English soundtracks which are designed to be used with parents to introduce them to the program and to encourage their support and participation:

  "Introduction for Parents"
  "Observing in the Classroom"
  "Parents as Classroom Volunteers"
  "Your Child's Language and Culture"
  "Staying Involved"

Print guides in both Spanish and English are available for each of these five audio-visual program.

13. Intercultural Development Research Association (IDRA)
5835 Callaghan Road, Suite 111
San Antonio, Texas 78228
(512) 684-8180

AMANECER

The AMANECER Model was developed by Intercultural Development Research Association (IDRA) as part of the Head Start Strategy for Spanish-Speaking Children of the Administration for Children, Youth and Families. Because the Model emphasizes approaches and processes, it can be utilized by pre-school programs in a variety of settings in which bilingual/multicultural children are being served.

14. Project Real
85 C Mechanic Street
Lebanon, New Hampshire 03766

Project Real Pamphlet: Parent Involvement Program

Booklet: $2.00/copy An Overview of Parent Involvement

15. Parent Teacher Association, National PTA
700 North Rush Street
Chicago, Illinois 60611

Catalog, listing numerous subscription, education, leadership aids, legislation, television project alcohol education publications and films and filmstrips is available from the national office.

16. Information Systems Development Corporation
1100 East 8th
Austin, Texas 78702
(512) 477-1604

- Buying and Resource Guide: Bibliographies, Books, Pamphlets, Journals, and Audiovisuals for Parent-School Community Liaison Programs in the U.S., 1978. $8.50 - A special guide designed for Black, Anglo and Chicano programs with other race or ethnic student populations.

For further information write to:

- Martha P. Cotera
The Women's Multicultural Resources Project
Information Systems Development Corporation

17. California State Department of Education
P.O. Box 271
Sacramento, California 95802

- Los Padres Pueden Ser Socios - A collection of eight pamphlets in Spanish written by a committee of parents and containing information on the ways parents of children in need of special education can participate in the education of their children.

18. International Reading Association
800 Barksdale Road
Newark, Delaware 19711

- Available in Spanish:
¿Cómo ayudar a su hijo aprender a leer inglés como segunda lengua?

How Can I Help My Child Learn to Read English as a Second Language?

Cómo estimular la lectura en el niño.

El hogar es la primera escuela del niño.

19. Region IX Education Service Center
301 Loop 11
Wichita Falls, Texas 76305

- Bilingual Parenting Education - available in Spanish and English

Volume I is a trainer's manual for bilingual parenting education and Volume II is a basic course in bilingual parenting education.

20. Bernard Cohen Research and Development Inc.
66 S. Main Street
New City, New York 10956
(914) 634-6633

- Parent Involvement in Bilingual Education Evaluation is a guide, a working tool, a booklet for parents in Evaluation. For copies contact the address above.

21. Region 13 Education Service Center
7703 North Lamar
Austin, Texas 78752
(512) 458-9131

- The Home Based Reading Assistance Program

22. Tulare City School District
Tulare Follow Through Resource Center
909 E. Dedar, Suite B
Tulare, California 93274
(209) 688-2892

Parent Involvement:

- Home Learning Centers
- Home Secrets
- Classroom Volunteers
- Reach out and teach kits:
  Ways to Discipline
  Children, Family
  Roles and Relationships
  La Familia y el Respeto

23. General Learning Corporation
Box PR
250 James Street
Morristown, New Jersey 07960
(201) 538-4885, Ext. 472

- The Parent/Child Toy Library
  developed by
  The Far West Laboratory for Educational Research
  and Development
  Berkley, California

24. National Assessment and Dissemination Center
49 Washington Avenue
Cambridge, Massachusetts 02140
(617) 492-0505

Je veux découvrir by Normand Dubé
(A Parent Involvement softbound booklet)

A simple guide book which shows parents how to utilize normal daily events and sights to encourage the child's participation in the learning process.

25. American Friends Service Committee
1501 Cherry Street
Philadelphia, PA 19102
(215) 241-7000

Programs in eight cities aim to support and educate citizens in such matters as student and language-minority rights, desegregation, discipline, minimum competency, school finance, and others.

26. Council for Basic Education
725 Fifteenth Street, N.W.
Washington, DC 20005
(202) 347-4171

A. Graham Down, Executive Director

Devoted to strengthening teaching and learning the basic subjects (English, mathematics, science, history, geography, government, foreign language, and the arts); publishes a monthly bulletin, Basic Education, occasional papers, and books. Also provides consultants, speakers, and information services to assist the public in understanding issues in basic education and to help improve curriculum. Membership: $15/year.

27. Home and School Institute (HSI)
c/o Trinity College
Washington, DC 20017
(202) 466-3633

Dorothy Rich, Director

Founded in 1956 to build student abilities and family life, HSI provides technical assistance to community agencies and schools, and conducts parent and teacher workshops and courses. Publications give practical suggestions for improving basic skills through "learning recipes." Write for list of publications.

OTHER ASSOCIATIONS, ORGANIZATIONS, and INSTITUTES Concerned with Parent Involvement and Home/Community/School Relations

Center for the Study of Parent Involvement
Fifth Floor
693 Mission Street
San Francisco, California 94105
Contact: Daniel Safran
(415) 495-7283

Mexican American Legal Defense and Educational Fund
Sixth Floor
28 Geary Street
San Francisco, California 94108
Contact: Peter D. Roos
(415) 981-5800

National Association for Bilingual Education
Parent and Community Involvement
Special Interest Group
1353 Greenwood, Number 18
Montebello, California 90601
Contact: Egla Rangel
(213) 728-3430

Education Commission of the States
Suite 300
1860 Lincoln Street
Denver, Colorado 80295
Contact: Chris Pipho

Families as Educators
Home, Community and Work Division
Teaching and Learning Program
National Institute of Education
1200 19th Street NW
Washington, D.C. 20208
Contract: Oliver Moles
(202) 833-5470

League of United Latin American Citizens
National Educational Service Centers, Inc.
Suite 716
400 First Street
Washington, D.C. 20001
Contact: James Koloditch
(202) 347-1652

NAACP
Legal Defense and Educational Fund
1733 Fifteenth Street, NW
Washington, D.C.
(202) 638-2269

National Council of La Raza
1725 Eye Street, NW
Washington, D.C. 20006
Contact: Tomás Saucedo
(202) 659-1251

National Education Association
Instructional and Professional Development
1201 Sixteenth Street, NW
Washington, D.C. 20036
Contact: Roy Fuentes
(202) 833-5470

Aspira Inc. of Illinois
3432 West Diversey Avenue
Chicago, Illinois 60647
Contact: Carmelo Rodríguez
(312) 252-0970

National Parent Teacher Association (PTA)
700 North Rush Street
Chicago Illinois 60611
Contact: Alice Troy
(312) 787-0977
A publications list is available

Center for Social Organizations of Schools
John Hopkins University
35th and North Charles Streets
Baltimore, Maryland 21218
Contact: Joyce Epstein
(301) 338-7570

National Committee for Citizens in Education
Suite 410
Wild Kale Village Green
Columbia, Maryland 21044
Contact: J. William Rioux
(800) 638-9675
(301) 997-9300
A publications list list is available

Institute for Responsive Education
704 Commonwealth Avenue
Boston, Massachusetts 02215
Contact: Don Davies
(617) 353-3307
A publications list is available

High/Scope Educational Research Foundation
600 North River Street
Ypsilanti, Michigan 48197
Contact: Nancy H. Brusslo
(313) 485-2000
A publications list is available

Advocates for Children
29-28 41st Avenue
Long Island City, New York 11101
Contact: César Ramírez
(212) 729-8866

Aspira of America
12th Floor
205 Lexington Avenue
New York, New York 10016
Contact: Mario A. Anglada
(212) 889-6101

Department of Family and Community Education
Box 123, Teachers College
Columbia University
New York, New York 10027
Contact: Hope Leichter
(212) 678-3777

Children and Parents Interacting Program
School of Education
Florida International University
Miami, Florida 33199
Contact: Delia C. García
(305) 554-2647

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Hofmeister, A., and Reavis, H.K. Learning packages for parent involvement. Educational Technology, 14:55-6; July, 1974.

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Hymes, J.L. Effective home-school relations. Sierra Madre: SCAEYC, 1974.

Institute for Development of Educational Activities. The adolescent, other citizens, and their schools. New York: McGraw-Hill, 1975..

Jenkins, Percy W. Building parent participation in urban schools. Principal, 61:20-25; November, 1981.

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Schraft, Carol M. Developing parent participation programs in schools. Resources in Education, July, 1979.

Seay, Maurice F. and associates. Community education: A developing concept. Midland, Michigan: Pendell Publishing Co., 1974.

Smith, Vernon et al. Alternatives in education: Freedom to choose. Phi Delta Kappa Educational Foundation, 1976.

Stanwick, Mary Ellen. Patterns of participation. Boston: Institute for Responsive Education, 1975.

Talbot, Nathan B. (ed.). Raising children in modern America: What parents and society should be doing for their schools. New York: Little, 2, 1976.

PUBLICATIONS
(Fee Required)

1. Brodinsky, Ben. HOW A SCHOOL BOARD OPERATES (Fastback 88), 1977. Phi Delta Kappa, 8th and Union Sts., Box 789, Bloomington, IN 47401. $0.75

   This fastback explains what a school board is, what it does for teachers and students, and how it develops policies for the school. An explanation of what constitutes a school board meeting is given.

2. Burges, Bill. FACTS FOR A CHANGE: CITIZEN ACTION RESEARCH FOR BETTER SCHOOLS, 1976. Institute for Responsive Education, 704 Commonwealth Ave., Boston, MA 02215. $5.00

   A handbook describing citizen action research and how to go about it. The book explains how to develop cooperation between public and private institutions, increase community awareness, and encourage active citizenship. The handbook is concerned primarily with schools. Action-research aids and a resource directory complete the text.

3. Commager, Henry Steele. THE PEOPLE AND THEIR SCHOOLS (Fastback 79), 1976. Phi Delta Kappa, 8th and Union Sts., Box 789, Bloomington, IN 47401. $0.50

   This fastback discusses the school system and its effect on American character. Some of the components and levels of school systems are explained.

4. Davies, Don (ed.). SCHOOLS WHERE PARENTS MAKE A DIFFERENCE, 1976. Institute for Responsive Education, 704 Commonwealth Ave., Boston, MA 02215. $3.95

   A compilation of 11 case studies demonstrating successful efforts to improve education through building new relationships between schools and communities. Each of the studies contains how-to-do-it ideas and suggestions for readers who are or want to be engaged in similar activities in their own schools or communities. A summary of theoretical and practical lessons drawn from case studies is also given.

5. Davies, Don and Ross Zerchykov. CITIZEN PARTICIPATION IN EDUCATION: AN ANNOTATED BIBLIOGRAPHY (Second Edition), 1978. Institute for Responsive Education, 704 Commonwealth Ave., Boston, MA 02215. $6.00

   A helpful tool for those who are involved in or concerned about the citizen participation process, and seek to study, understand, and encourage or provide leadership for it. A diversity of material, ranging from the highly theoretical to the very practical, from scholarly analysis to policy recommendations and to program descriptions, is included. The major emphasis of the materials in the bibliography was on published books, pamphlets, monographs, and articles in popular, scholarly, and professional journals.

6. Estes, Nolan. MARSHALLING COMMUNITY LEADERSHIP TO SUPPORT THE PUBLIC SCHOOLS (Fastback 35), 1974. Phi Delta Kappa, 8th and Union Sts., Bloomington, IN 47401. $0.50

   The author begins with an examination of the leadership role of the superintendent. The discussion encompasses such subjects as integrity, accountability, and decentralization. Also, a discussion of ways of building support among community leaders is given.

7. Fantini, Mario. THE PEOPLE AND THEIR SCHOOLS: COMMUNITY PARTICIPATION (Fastback 62), 1975. Phi Delta Kappa, 8th and Union Sts., Bloomington, IN 47401. $0.50

   The fastback discusses the problem of community participation in the schools. Participation of the public, the role of professionals, changing conditions and the rights of the participants are some of the topics discussed. The author also offers his solution to this problem.

8. Fernández, Happy. PARENTS ORGANIZING TO IMPROVE SCHOOLS, 1976. National Committee for Citizens in Education, Suite 410, Wilde Lake Village Green, Columbia, MD 21044. $2.50

   A handbook for parents who are concerned about their children's education and about the environment in which that education takes place. It is directed especially toward those who would like to organize a parents' group. The book is based on techniques and approaches that have worked. It is written in a question and answer format, along with checklists and suggestions. An identical copy of this handbook is available in Spanish.

9. Ferreira, Joseph and Bill Burges. COLLECTING EVIDENCE: A LAYMAN'S GUIDE TO PARTICIPANT OBSERVATION, 1976. Institute for Responsive Education, 704 Commonwealth Ave., Boston, MA 02215. $2.00

The topic of this report is participant observation. The report discusses its purpose, kinds of data that can be collected, what to do with the data, and self-training exercises. A check list is given which brings out questions to help the reader further understand participant observation.

10. Institute for Responsive Education. CITIZEN ACTION IN EDUCATION (VOLUME V, NUMBER 2, May 1978). Institute for Responsive Education, 704 Commonwealth Ave., Boston, MA 02215. $--

A newsletter describing action being taken by citizens in the field of education. This issue includes articles about community involvement in Teacher Corps projects. The newsletter is published by the Institute for Responsive Education.

11. _____. I.R.E. CLEARINGHOUSE INFORMATION PACKETS ON SCHOOL COMMUNITY COUNCILS, ND. Institute for Responsive Education, 704 Commonwealth Ave., Boston, MA 02215. Packets priced individually

A series of four packets of information for citizen activists and school personnel interested in school/community councils. Each packet provides articles and information reflecting different approaches to school council roles, responsibilities and operation. Packet I deals with Legislation, Regulations, and Reports ($3.00) mandating the establishment of councils. In Packet II, Rationale and Methods ($6.00), the whys and hows of increased citizen participation in educational decision-making is discussed. Packet III, Council Guidelines ($5.00), contains sample guidelines for school council operation. Finally, Packet IV, Local, State and National Resource Directory ($4.00), gives a listing of organizations that work with citizens on education-related problems.

12. _____. RESOURCE GUIDE AND BIBLIOGRAPHY ON SCHOOL COUNCILS, ND. Institute for Responsive Education, 704 Commonwealth Ave., Boston, MA 02215. $6.00

A resource book including annotated references to a number of handbooks and guidebooks which would serve as useful references for school council members. The guide discusses approaches to training council members to work as effective resources both to schools and communities, and also suggests ways different citizen organizations might help one another. Also discussed are ways to develop strategies to thoroughly gather information and ways to provide councils with this information from available resources.

13. _____. SHARING THE POWER: A REPORT ON THE STATUS OF SCHOOL COUNCILS IN THE 1970's, 1970. Institute for Responsive Education, 704 Commonwealth Ave., Boston, MA 02215. $6.00

The origin of councils, their historical context and their mandates are discussed in this report. This discussion is followed by a survey of councils' structure, membership and scope of authority. The scope and degree of councils' involvement in areas of school policy and the problems they continue to experience in their relations with school administrators, school boards and traditional parent groups are explained. A series of policy recommendations concludes the report.

14. Kuykendall, Crystal. DEVELOPING LEADERSHIP FOR PARENT/CITIZEN GROUPS, 1976. National Committee for Citizens in Education, Suite 410, Wilde Lake Village Green, Columbia, MD 21044. $2.50

The booklet is designed to help parents develop the leadership they will need to carry out their plans. It explains styles of leadership, being a leader, how to make your group work, and how to motivate others. The handbook should be used as a companion to NCCE's Parents Organizing to Improve Schools. A leadership quiz is included to help the reader measure abilities and successes.

15. Lawson, Douglas. FUND RAISING BY PARENT/CITIZEN GROUPS, 1977. National Committee for Citizens in Education, Suite 410, Wilde Lake Village Green, Columbia, MD 21044. $2.50

This handbook explains the techniques necessary to raise significant sums from the three main parts of the private sector in the United States - individuals, foundations, and corporations. The booklet discusses basic steps in successful fund raising, proposal writing, cultivating donors, and where to get help.

16. Marburger, Carl. WHO CONTROLS THE SCHOOLS?, 1978. National Committee for Citizens in Education, Suite 410, Wilde Lake Village Green, Columbia, MD 21044. $2.50

A booklet for parents and citizens explaining who controls the schools. Topics such as: who makes the decisions, who has what powers, and what can be done about the imbalance of power, are explained. A list of parent network groups is also included.

17. Mastors, Charlotte. SCHOOL VOLUNTEERS: WHO NEEDS THEM? (Fastback 55), 1975. Phi Delta Kappa, 8th and Union Sts., Bloomington, IN 47401. $0.50

This fastback illustrates how one community met challenges when implementing school volunteer programs and provided the research that became the basis for statewide supportive services for school volunteers. The importance of volunteer programs, how to organize a volunteer program, and administering the program are explained in this fastback.

18. Mooney, Elizabeth. THE SCHOOL'S RESPONSIBILITY FOR SEX EDUCATION (Fastback 47), 1974. Phi Delta Kappa, 8th and Union Sts., Bloomington, IN 47401. $0.50

A fastback discussing sex education and its role in a school system. The need for sex education is explained, along with practical suggestions incorporating sex education into the educational system. The relationship between school and community concerning this issue is also discussed.

19. Postman, Neil and Charles Weingartner. HOW TO RECOGNIZE A GOOD SCHOOL (Fastback 30), 1973. Phi Delta Kappa, 8th and Union Sts., Bloomington, IN 47401. $0.50

This booklet indicates some of the background and consequences of what is known as the school reform movement. Much of the material has been excerpted from The School Book: For People Who Want to Know What All the Hollering is About. The reader will learn what the most important ideas are which presently infuse the school scene with so much vitality. The publication is divided into 3 sections: a history of hollering, what is school, and what is a good school.

20. Schimmel, Davis and Louis Fischer. THE RIGHTS OF PARENTS: IN THE EDUCATION OF THEIR CHILDREN, 1977. National Committee for Citizens in Education, Suite 410, Wilde Lake Village Green, Columbia, MD 21044. $3.95

The book is about the legal rights that parents have in the education of their children, from kindergarten through high school. It discusses state and federal court decisions on education matters, and describes the laws affecting the rights of both children and their parents. The book also demystifies the law for parents by breaking through the barrier of professional jargon and legalese that lawyers use among themselves by translating that legalese into English.

21. Shields, James J. Jr. THE CRISIS IN EDUCATION IS OUTSIDE THE CLASSROOM (Fastback 25), 1973. Phi Delta Kappa, 8th and Union Sts., Bloomington, IN 47401. $0.50

This fastback discusses how schools today fail and what causes them to fail. It also explains the relationship between schools and American society and between corporations and schools. Differing viewpoints concerning the problem are brought out.

22. Smith, Vernon and George H. Gallup. WHAT THE PEOPLE THINK ABOUT THEIR SCHOOLS: GALLUP'S FINDINGS (Fastback 94), 1977. Phi Delta Kappa, 8th and Union Sts., Bloomington, IN 47401. $0.75

This fastback includes an analysis of the findings of the first eight annual Gallup polls of the public's attitudes toward public schools, the 1976 poll, and a guide for conducting local polls.

23. Thuy, Vuong Gia. THE ROLE OF VIETNAMESE PARENTS IN AMERICAN SCHOOLS, 1978. Mr. Thinh O. Trinh, 634 Hort St., Westfield, NJ 07090. $1.95

This booklet in Vietnamese deals with the differences between American and Vietnamese educational systems and learning styles. The author pinpoints the specific learning problems created by these differences which affect the education of these Vietnamese students in American schools. The publication includes a contrastive analysis of the two education systems in terms of basic educational philosophy, content, learning style and organization. It also touches on the necessity of and the rationale behind parental involvement from the schools' and parents' perspectives.

24. Williams, Catharine. THE COMMUNITY AS TEXTBOOK (Fastback 64), 1975. Phi Delta Kappa, 8th and Union Sts., Bloomington, IN 47401. $0.50

This fastback deals with community resources and their use in the schools. It indicates how these resources can be organized and made readily available to all persons in the community. It also suggests that all agencies in a community co-operate in publicizing their resources and in helping people explore them.

ERIC SOURCES

ED 113 063	A Model for Low-Income and Chicano Parent Education
ED 086 317	A Parents Guide to School Readiness
ED 105 691	An Instructional Guide for Parents
ED 120 993	At Home Instructional Units
ED 138 363	Come On, Parents, Participate
ED 129 456	Communicating and Working with Parents
ED 122 565	Focus on Parents: The Parenting Materials Information Center
ED 120 033	Home as a Learning Center
ED 105 989 ED 105 990	Home Learning Activities Designed to Provide Educational Experience for Children and Parents. Part I, Part II
ED 080 185	Home Start: School for Parents
ED 086 316	Ideas for Parent-Teacher Made Home Learning Kits
ED 111 401	In-Home Early Childhood Project
ED 081 468	Inclusion of Parents in Supportive Educational Experiences
ED 124 293	Parent and Teacher Strategies for Working Together
ED 093 496	Parent Ed. - Annotated Film Bibliography
ED 086 327	Parent Power: Primary Activities for the Home
ED 109 855	Parent Training
ED 110 156	Parenting in 1975: A Listing from PMIC (Parent Materials Information Center)
ED 108 755	Parenting Skills: A Trainer's Manual
ED 100 513	Parents as Partners in Early Education Saturday School

ED 116 371	Parents Do More When They Know More: An Intervention Model
ED 120 299	Putting It Together with Parents: A Guide to Parent Involvement in Educational Programs
ED 082 80411	Reaching Parents - Parents Programming and Workshop Planning
ED 082 80311	Reaching Parents - The Why's and How's
ED 048 945	Simulation Activities for Training Parents and Teachers as Educational Partners
ED 058 953	The Florida Parent Education Early Intervention Projects: A Longitudinal Look
ED 077 553	The Parent Involvement Program: A Final Report
ED 102 778	Training Parents to Teach: Four Models. First Chance for Children
ED 082 808	You Are Your Baby's First Teachers. Nova University, Ft. Lauderdale, Florida
ED 133 960	Working with Parents
ED 214 701	Parent Participation. Research on School Effectiveness Project: Topic Summary Report
ED 213 533	Parent Involvement Programs in New Jersey
ED 206 963	Some Effects of Parent Involvement in Schools
ED 204 000	Supportive Parent Education Programs: What We Are Learning
ED 201 980	Parents-School: A Good Relationship. Instructional Guide for Parents
ED 094 883	Working with Parents in the Primary School
ED 088 587	Parent Involvement in early childhood education: A perspective from the United States.
ED 081 482	The New Orleans model for parent-infant education

ED 089 531	Early Childhood Education Project at Home
ED 087 538	Houston parent-child development center
ED 106 898	The Growth of Alternative Schools: 1975 ICOPE Report
ED 105 980	Development of Inventories for Assessing Parent and Teacher Interaction and Involvement
ED 048 939	Increasing the Effectiveness of Parents-as-Teachers

MAGAZINES AND JOURNALS

Parent Magazine
80 Newbridge Road
Bergenfield, New Jersey 07621

Parent Talk
Sunshine Press
6402 E. Chaparral Road
Scotsdale, Arizona

PCPI Journal
Parent Cooperative Preschools/International
20551 Lakeshore Road
Baie d'Urfe 850
Quebec, Canada

Sesame Street Magazine
North Road
Poughkeepsie, New York 12601

Today's Child
Roosevelt, New Jersey 08555

Young Children
Journal of NAEYC
1834 Connecticut Avenue, N.W.
Washington, D.C. 20009

Adult Leadership (Journal)
1225 19th Street, N.W.
Washington, D.C. 20036

Apple Pie (Magazine)
Center for the Study of Parent Involvement
2544 Etna Street
Berkeley, California 94707

X. Spanish Survival Language Phrases

XI. SURVIVAL PHRASES

Cómo comenzar una Reunión o Asamblea	How to start a Meeting or Assembly
-Señoras y señores, (Damas y Caballeros), amigos, compañeros, distinguidos padres, muy buenas tardes (noches, dias).	-Ladies and gentlemen, friends, co-workers, distinguished parents, good afternoon (evening, morning).
-Bienvenidos	-Welcome
-Me complace que excusen cualquier fallo en el idioma ya que estoy aprendiendo español para servirlos mejor.	-I ask that you excuse any mistake in the language since I am learning Spanish in order to serve you better.
-Si tienen alguna pregunta que yo les pueda responder, con mucho gusto estoy a su disposición al final de la reunión.	-If you have any questions at the end of the meeting which I can answer, I will be gladly at your service.
CERRAR LA REUNION	CLOSING THE MEETING
-Les agradezco mucho su (presencia, atención, entusiasmo, cooperación, interés) y espero poder volver a tener la ocasión en un futuro cercano de dirigirme a ustedes y poder atenderlos personalmente.	-I thank you for your (presence, attention, enthusiasm, cooperation, interest) and I hope to be able to have the opportunity in the near future to speak to you and be able to take care of you personally.

SITUATIONS

Conversaciones con padres	Conversation with parents
Por teléfono	By phone
-Sra. López, habla la maestra (la consejera, la directora) de su hija(o). Necesito verlos personalmente para hablarles sobre ella (él).	-Mrs. Lopez, it's your child's teacher (counselor, principal). I need to see you personally to have a conference regarding him (her).
-¿Pasa algo urgente?	-Is it anything urgent?
-No, no, nada, solamente para hablar del progreso de su hijo (hija).	-No, nothing, only to talk about your son's (daughter's) progress.
-Sí como no, ¿a qué hora es posible verla a usted?	-Yes, of course. What time is it possible to see you?
-Sería conveniente después de la escuela, a las 3, cualquier día de la semana.	-It would be convenient after school at 3, any day this week.
-Me parece bien, el jueves a las tres estoy allí, pero mi esposo no puede ir. Está trabajando.	-That's fine, I'll be there Thursday at three, but my husband cannot go. He's working.
-Está bien, señora, hablaremos el jueves.	Good, we'll talk on Thursday.

VOCABULARY FOR SCHOOL SYSTEM PERSONNEL

tarea ..... homework

castigo ..... punishment

semestre ..... semester
trimestre ..... quarter
notas ..... grades

reporte de progreso ..... progress report
boletín de notas ..... report card
pizarra ..... black board

tiza ..... chalk

maestra(o) ..... teacher

consejero ..... counselor

director ..... principal

secretaria ..... secretary

sub-director ..... assistant principal

pupitre ..... desk (student)

aula ..... classroom

escalera ..... stairs

pasillo ..... hall

libro ..... book

libreta ..... notebook

lápiz ..... pencil

pluma ..... pen

papel ..... paper

escritorio ..... desk (teacher)

composición ..... composition

trabajo ..... assignment; work; job

demostración ..... demonstration

sentarse ..... to sit down

pararse ..... to stand up

saludar la bandera ..... to salute (the flag)

la patrulla ..... patrol

la guagua ..... the bus

el autobús ..... the bus

transporte ..... transportation
padres ..... parents
estudiantes ..... students
alumnos ..... students
programa de estudios .... curriculum
enseñar..... to teach
graduarse ..... to graduate
imitar ..... imitate
confundir ..... to confuse
paleta ..... paddle board (El maestro de reglazos)
dar golpes ..... to hit (punch out)
copiar ..... to copy (cheat)
peleas ..... fights
estar de penitencias .... to be punished
palabra ..... word
letra ..... letter
regla ..... ruler
días de fiestas ..... holidays
pintura ..... painting; paint
creyones ..... crayons
fiesta de cumpleaños .... birthday party
timbre ..... bell
campana ..... bell
diccionario ..... dictionary
juegos ..... games
mapa ..... map
mapamundi ..... world map
deletrear ..... to spell
borrador ..... blackboard eraser
goma ..... eraser (pencil)-(also: tire, rubber glue)
silla ..... chair
libro de colorear ..... coloring book
colorear ..... to color

oracíon ..... sentence; (also, prayer)
carpeta ..... portfolio; folder
maleta ..... suitcase; valise
termo ..... thermos
educar ..... to educate
educación ..... education
chisme ..... gossip
chismoso ..... gossiper
chiste ..... joke
disciplina ..... discipline
pasar de grado ..... to be promoted to the next grade
es "candela" ..... terrible; "too much" (colloquial)
jóvenes ..... young people
el joven ..... the young man
la joven ..... the young lady
escuela secundaria ..... secondary school
escuela elemental ..... elementary school
primaria ..... elementary school
dormido ..... asleep
tener sueño ..... to be sleepy
tener sed ..... to be thirsty
almorzar ..... to have lunch
desayunar ..... to have breakfast
comer ..... to eat
cafetería ..... cafeteria
librería ..... bookstore
biblioteca ..... library
ayudar ..... to help
ayudante ..... assistant
estudiar ..... to study
mortificar ..... to bother
tramar ..... to plot
lecciones ..... lessons
clases ..... classes

horario ..... schedule
recreo ..... recess
educación física ..... physical education
merienda ..... snack
suspender ..... to flunk
aprobar ..... to pass (a subject)
alfabetizar ..... alphabetize
sinverguenza ..... scoundrel; rascal
abecedario ..... alphabet
lectura ..... reading
sonido ..... sound
aritmética ..... arithmetic
enfermera ..... nurse
colegio ..... school
escuela ..... school
título ..... title; degree
certificado ..... certificate
aprender ..... to learn
leer ..... to read
escribir ..... to write
matemáticas ..... mathematics
idiomas ..... languages
ciencias ..... science
historia ..... history
cuento ..... story, short story
fonética ..... phonetics
aconsejar ..... to counsel
conferencia ..... conference
Junta Escolar ..... Board of Education
impuestos educacionales . educational taxes
portarse mal ..... to behave badly
portarse bien ..... to behave (well)
cooperación ..... cooperation
cooperativo ..... cooperative

tímido ..... shy
travieso ..... mischievous
majadero ..... bratty
malcriado ..... spoiled
consentido ..... spoiled
falta de respeto ..... disrespectful
buenas notas ..... good grades
malas notas ..... bad grades
comportamiento ..... behavior
conducta ..... conduct
interés ..... interest
respuestas ..... answers
preguntas ..... questions
examen ..... test
prueba ..... quiz
promedio ..... average
difícil ..... hard
fácil ..... easy
avanzada ..... advanced
atención ..... attention
silencio ..... silence

SPANISH WORDS AND PHRASES

DAYS OF THE WEEK

Sunday - domingo
Monday - lunes
Tuesday - martes
Wednesday - miércoles
Thursday - jueves
Friday - viernes
Saturday - sábado

MONTHS OF THE YEAR

January - enero
February - febrero
March - marzo
April - abril
May - mayo
June - junio
July - julio
August - agosto
September - septiembre
October - octubre
November - noviembre
December - diciembre

REASONS

Your child's progress - el progreso de su niño (niña)

Ways to help at home - maneras en que puedan ayudar a los niños en casa

The educational program (curriculum) - el programa educacional

PLACE

Library - biblioteca
Cafeteria - cafetería
Classroom - aula

XI. Staff Biographical Data

Delia C. García - Program Director

Ms. García has had extensive experience in the field of parent education, administration, curriculum development, multicultural education and parent-school involvement. She has worked at Florida International University for the past five years where she is currently the Director of the Children and Parents Interacting (CAPI) Program, a Title VII project designed to provide training to Hispanic parents in the area of school participation. In this capacity, she surpervises and collaborates in the implementation of parent-child training sessions at selected schools in the district. In addition, she conducts in-service workshops for school personnel in Dade and Monroe Counties designed to provide them with specific skills needed in promoting parental involvement.

Ms. García was previously the Director of the Parents Can Be Tutors program, a federal project which provided training to Hispanic and Haitian parents in areas related to child-rearing and academic tutoring. The program was selected by the U.S. Office of Education as a national model project in the area of parental involvement. As Director of this program, she was responsible for the supervision of all training components of the program and the development of nine parent manuals in the areas of Math, Reading, Writing and Parenting.

Within Florida International University, she has also served as Assistant Director for the Tri-Ethnic Bilingual Program, where she was involved in the implementation of the Spanish Total Experience Learning Laboratory (Spanish Immersion Program) and the development of bilingual curricular materials

designed to train Hispanic parents. Her teaching experience includes serving as a Social Studies and ESL teacher at the secondary and adult levels for the Dade County Public School System.

Ms. García has served as a consultant for various school districts within Florida and Atlanta, specializing in the area of minority language parental involvement. She has been a presenter at various national and regional conferences including the National Association for Bilingual Education (NABE). She has published articles on parental involvement including the most recent publication entitled "School and Community Involvement for Minority Language Parents: An Untapped Resource."

She recently collaborated with the Florida School Volunteer Program in the provision of Regional Workshops for school volunteers throughout the state of Florida.

Her educational background includes a Bachelor of Education and a Master of Science in Education with a specialization in Curriculum and Instruction from the University of Miami. She is presently completing her Doctor of Education degree in Higher Education Administration and Supervision at Florida International University.

Isabel M. Rodriguez - Parent Training Coordinator

Ms. Rodriguez has been involved in various activities in the Teaching English to Speakers of Other Languages (TESOL) field for approximately five years, working with hundreds of non-English speaking students, formulating curricula, and preparing appropriate lessons for linguistically remedial students. She has had extensive experience in bilingual education, curriculum development, and administration.

Her teaching experience includes serving as a volunteer teacher for handicapped children, as an English as a Second Language (ESL) instructor for adult students and as a Spanish teacher for children, as well as, adult learners.

She has taken responsibilities as Head of the ESL Department and as Coordinator of the English Grammar Curriculum at a private college. Her other duties included placement of students, scheduling, and generally overseeing and implementing the ESL program's activities.

Presently, Ms. Rodriguez is a Parent Training Coordinator of the Children and Parents Interacting (CAPI) Program. She is responsible for surveying on an ongoing basis the needs of Dade County schools as it relates to parental involvement, the community, the limited English proficiency (LEP) children and school personnel. In addition, she is responsible for coordinating the School-Personnel Training Sessions and the Parent-Child Training Sessions.

Her educational background includes a Bachelor of Arts in Early Childhood and Elementary Education from Florida Atlantic University and upon graduation she received her Florida Teacher Certification. Currently, she is seeking a Master's Degree in Teaching English to Speakers of Other Languages

(TESOL) with emphasis on administration and supervision at Florida International University.

Ms. Rodriguez is a native of Cuba and is proficient in English and Spanish.

Lidia Toledo - Parent Training Coordinator

Mrs. Toledo is a Parent Training Coordinator of the Children and Parents Interacting (CAPI) Program. She is responsible for the planning, implementation, and evaluation of the Parent-Child Training Sessions and School Personnel Workshop for the Dade County School System. Her duties also include the development of curriculum material which complement the content of the program's training sessions.

Mrs. Toledo was a parent trainer for Florida International University's previous parent involvement Title VII project Parents Can Be Tutors. Her experience includes teaching kindergarten and Spanish in the private sector, counseling at Variety Children's Hospital psychiatric unit and media relations for the United Way of Dade County. She has also presented a paper on "Strategies for Involving Language Minority Parents" at the Center for Urban and Minority Education (C.U.M.E.) Conference and the Dade County Public Schools District Parent-Teacher Association (P.T.A.) meeting.

Her educational background includes a Bachelor of Arts in Psychology from Florida International University and is presently enrolled in the master's program for School Psychology at the same institution. She possesses additional experience in the field of Parent Effectiveness Training (P.E.T.).

Mrs. Toledo is a native of Cuba and is proficient in English and Spanish.

Miriam R. Viggiani - Parent Training Coordinator

Mrs. Viggiani has extensive experience in parent training and media techniques as they relate to bilingual education.

She is currently one of the Parent Training Coordinators with the Children and Parents Interacting (C.A.P.I.) Program. In this capacity she conducts parent training sessions and has developed and illustrated several parental skills materials. Previously, she has worked with the Dade County School System in the development and illustration of Spanish language materials.

Presently Mrs. Viggiani is also conducting Intensive Spanish Language Immersions for doctors at the University of Miami School of Medicine and Miami Children's Hospital. She is also the Director of the Rio de la Plata Language School.

In her native Argentina, Ms. Viggiani worked extensively as a parent trainer where she was one of the originators of The Parents Schools. She also founded the Rio de la Plata Language School and the Azul Language Laboratory, as well as teaching languages for the Navy, Baptist Missions and the Universidad Nacional del Centro de la Provincia de Buenos Aires. Ms. Viggiani was also involved in media production and worked with the educational channel in Argentina, where she developed a children's program called "Chiquilandia" and a program to teach English, "Let's Learn English". She has also designed courses in audio-visual communications for various U.S. corporations such as Norelco and Phillips.

Ms. Viggiani is fluent in Spanish and English. She also speaks some Portuguese and French. She has a Bachelor of Arts degree in Audiovisual Communications and Theology from the Instituto Biblico Buenos Aires.

XII. Appendices

APPENDIX A

CHECKLIST FOR PARENTS

NAME _____

Would you like to:

	Mother	Father	
1.	_____	_ _	Read a story to some of the children?
2.	_____	_____	Teach a song or some other music activity?
3.	_____	_____	Do something in art?
4.	_____	_____	Work puzzles or play games?
5.	_____	_____	Share your hobby with the class? (If your child is interested, the class will be too.) If so, what is your hobby? _____
6.	_____	_____	Show some children how to use simple carpenter tools?
7.	_____	_____	Bring a guitar (or some instrument) and show how it works?
8.	_____	_____	Tell the children something about your occupation, for example, a doctor could give a peek inside his bag, a policeman could tell how he helps people and show his uniform, mailman, milkman, plumber, etc.
9.	_____	_____	Show us your butterflies, mice, rabbits, insects, etc.?
10.	_____	_____	Wear a costume from another country and tell us about it?
11.	_____	_____	Lead the group in large-motor activity? (Balls, ropes, tumbling, etc.)
12.	_____	_____	Make cookies?

And if none of these appeal to you, what would you like to do?

1. _____

2. _____

Remember: You are welcome to visit the classroom at any time.

(adapted from Coletta, 1977)

CUESTIONARIO PARA PADRES

Nombre: _____

¿A Usted le gustaría:

	Madre	Padre	
1.	_____	_____	Leerle un cuento a algunos de los niños?
2.	_____	_____	Enseñar una canción ó alguna otra actividad musical?
3.	_____	_____	Hacer algo artistico?
4.	_____	_____	Hacer rompecabezas ó jugar algún juego?
5.	_____	_____	Compartir su entretenimiento favorito con la clase? (Si a su hijo le interesa, le puede interesar también a la clase.) ¿Si es así cuál es su entretenimiento favorito? _____.
6.	_____	_____	Enseñar a algunos niños cómo utilizar simples herramientas de carpinteria?
7.	_____	_____	Traer una guitarra (ó algun otro instrumento musical) y enseñar como se usa?
8.	_____	_____	Contarle algo a los niños sobre su trabajo, por ejemplo; un doctor pudiera enseñarles el interior de su maletín médico, un policia les pudiera contar como ayudar a las personas, enseñar su uniforme, un cartero, lechero, plomero, etc.?
9.	_____	_____	Enseñarles su colección de mariposas, conejos, insectos, etc.?
10.	_____	_____	Vestir el traje típico de otro país y contar algo sobre el mismo?
11.	_____	_____	Dirigir a un grupo en una actividad física (con pelotas, sogas o cuerdas, saltos, ect.)?
12.	_____	_____	Hacer galleticas?

Y si a Uds. no les llama la atencion ninguna de las sugerencias anteriores, que les gustaría hacer? _____

_____

Recuerde: Ud. es bienvenido en el aula en cualquier momento.

QUESTIONNAIRE FOR HISPANIC PARENTS

Please number the following items according to your order of preference; for instance, #1 for the item you like best and #5 for the item you like least.

_____a. Language class (Classes will be provided for small groups of parents interested in conversational English).

_____b. Cooking, nutrition, and health classes.

_____c. Lending library of books, games, and bilingual materials to parents.

_____d. Training program for parents interested in volunteering and substituting in the classroom or teaching their children at home.

_____e. School newsletter (This letter will enable board, parents and staff to communicate about child care news, children's progress, legislation, etc.)

_____f. American culture/Hispanic culture (Class will be provided for parents interested in learning about the customs and ways of another culture).

_____g. Field trips (Going to different places in the city with the children).

_____h. Handicrafts

_____i. More frequent parent meetings with teachers, either in small groups or individually. There may be specialized learning groups such as single parents, English classes, child health classes, nutrition and child development classes, etc.)

(Adapted from Goonen, 1980)

CUESTIONARIO PARA LOS PADRE HISPANOS

Clasifique cada punto dándole un valor del 1 al 9 en orden de importancia.

_____a. Clases de inglés para los padres interesados en mejorar el nivel de conversación.

_____b. Clases de cocina, nutrición y salud para los padres.

_____c. Préstamo de libros, juegos y materiales bilingües a los padres.

_____d. Programas de entrenamiento para los padres interesados en ayudar en las clases o a los niños en casa.

_____e. Publicaciones en las cuales los padres y maestros puedan comunicarse sobre el progreso de los niños, nuevas legislaciones, actividades sobre la comunidad, etc.

_____f. Clases sobre cultura Norte Americana e Hispana.

_____g. Excursiones para los niños a varias atracciones de la ciudad en compañia de los padres.

_____h. Clases de artesanía.

_____i. Reuniones mas frequentes de padres y maestros en grupos pequeños o individuales donde se traten temas como la salud y desarollo de los niños, la nutrición, la educación, etc.

APPENDIX B

SAMPLE PARENT INVITATION

(Month) 20, 1983

Dear Parents:

We want to invite you to (an individual/a group) meeting at (name of School, address) to discuss (reason).

This meeting will take place on (day),(Month) 30, 1983 at (hour) in the (place).

We hope to see you there.

Cordially,

_____

(teacher's name)

INVITACION PARA PADRES

20 de _____ de 1983
(mes)

Estimados Padres:

Queremos invitarlos a una reunión en la escuela
_____, _____
(nombre de la escuela) (dirección)
_____ para discutir _____.
(individual/en grupo) (razón)

Esta reunión tendrá lugar el_____, 30 de_____
(día) (mes)
de 1983 a las _____ p.m. en la _____.
(hora) (lugar)

Esperamos verlos esa noche.

Atentamente,

_____
(nombre del maestro-a-)